



# Policy tools that work

Lesson plan: evaluate five plastic policy tools using real evidence, then draft a municipal ordinance



|                 |                                              |
|-----------------|----------------------------------------------|
| <b>Ages</b>     | 14 to 18 (grades 9 to 12)                    |
| <b>Time</b>     | 60 minutes                                   |
| <b>Group</b>    | Groups of four                               |
| <b>Where</b>    | Any classroom. No internet needed.           |
| <b>You need</b> | The slides and one tool card sheet per group |

## What students learn

- How bag charges, deposit systems, EPR, bans and refill systems work.
- What evidence shows about their effectiveness.
- How to draft a realistic local rule.
- How to anticipate unintended consequences.

## Before the lesson

1. Print one **policy tool cards** sheet per group.

## The lesson

- 1 Five tools **10 minutes, slides 1 and 2.**
- 2 Evidence **10 minutes, slides 3 and 4.**
- 3 Design an ordinance **30 minutes, slide 5.**
- 4 Wrap up **10 minutes, slide 6.**

## Answers and what to listen for

**What to listen for:** good ordinances name a specific problem, choose tools that fit it, say who enforces them and how, and anticipate side effects, such as people switching to other single-use items after a ban.

## Making it easier or harder

- **Older groups:** find a real LGU ordinance on single-use plastics and compare it with theirs.
- **Real link:** invite a barangay or municipal environment officer to hear the proposals.

## Curriculum links

- **Social studies and Araling Panlipunan:** local government and policy.

- **Economics:** incentives.
- **English:** formal writing.

The teacher reading has the science behind every slide, with links to the sources.

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