

# Life on Land

## Objectives

Students will be able to:

- **Synthesize** research in order to understand how humans are harming ecosystems and what can be done to slow, stop, or reverse this damage.
- **Design** a campaign that motivates their community to take action and protect their environment.
- **Evaluate** the work of their peers in order to select a campaign that is most capable of positively affecting life on land.

## Lesson Overview

In this digital lesson bundle, students will assume the role of interns at an environmental nonprofit who are assigned to a team that seeks to protect life on land. As such, students will explore the inner-connectedness of ecosystems, biodiversity, human action, and the environment through the lens of their region and the larger world. Students will ultimately collaborate as they work toward creating a campaign that seeks to protect local ecosystems through community awareness and action.

The accompanying presentation was created with PowerPoint so that it can be used in a variety of classrooms. If you are using a laptop with an LCD projector, simply progress through the PowerPoint by clicking to advance. All interactive aspects in the presentation are set to occur on click. This includes images, text boxes, and links which will appear in your web browser. If you are using an interactive whiteboard, tap on each slide with your finger or stylus to activate the interactive aspects of the presentation. There will be information on how to proceed in the notes section for each slide.

## Activity Duration

Three class sessions (45–60 minutes each)

## Grade Level

Grades 5–8

## Essential Questions

- What is an ecosystem?
- How does biodiversity loss affect ecosystems?
- What human actions contribute to unhealthy ecosystems?
- How can humans protect and restore local ecosystems?

## Materials

### All days:

- Device with the ability to project, one for the instructor

### Day 1

- [Four Basic Components of an Ecosystem](#) article, one per student
- Handout 1: Ecosystems, one per student
- [Why is Biodiversity So Important?](#) video

### Day 2

- Handout 2: News Flash, one half sheet per student
- [UN Report](#) video
- Handout 3: Life on Land Research Notes (two pages), one per student
- Devices with internet access, one per student (or as many as are available) \*

\*Optional: If devices are not available, copies of the following articles may be printed from the links below. See the lesson instructions for Day 2 for additional details.

- Articles that address Research Question #1: How are humans contributing to biodiversity loss?
  - ◆ [How to Reduce the Effects of Pollution](#)
  - ◆ [1 Million Species Under Threat of Extinction](#)
  - ◆ [5 Major Threats to Biodiversity, and How We Can Help Curb Them](#)
- Articles that address Research Question #2: How are human actions affecting the world's ecosystems?
  - ◆ [1 Million Species Under Threat of Extinction](#)
  - ◆ [Climate Change and Human Health](#)
- Articles that address Research Question #3: What can we do to protect and restore life on land—including plants and animals?
  - ◆ [5 Major Threats to Biodiversity, and How We Can Help Curb Them](#)
  - ◆ [How Can We Actively Restore the Environment?](#)
  - ◆ [10 Things You Can Do to Help Save the Earth](#)
- Challenge articles that address all research questions:
  - ◆ [IPBES Global Assessment Finds We Must Act Now to Save Our Life Support System](#)
  - ◆ [What is Biodiversity and Why Does it Matter to Us?](#)
- Handout 4: Creating Change, one per student

### Day 3

- Handout 5: Campaign Evaluations, one per student

## Background

Healthy ecosystems are essential to sustain life and support organisms—including plants, animals, and humans. In order to be healthy and balanced, ecosystems need biodiversity. An ecosystem rich in biodiversity has a variety of plant and animal life. To maintain biodiversity, there must be an equilibrium between human needs and the needs of the planet.

However, a United Nations report released in May 2019 stated that more plants and animals are threatened with extinction today than in any other period in human history. Never has nature declined so rapidly—and these losses have the potential to create serious and lasting effects on our world’s food security, water security, and human health.<sup>1</sup>

To protect life on land, humans can strive to:

- Conserve ecosystems by stopping practices that result in the loss of biodiversity and promoting practices that protect the environment.
- Reduce deforestation, which primarily occurs as a result of agricultural and infrastructural development, and increase reforestation.
- Prevent the extinction of endangered species (both plants and animals).
- Involve and connect with indigenous communities and local groups to advocate for ecosystem conservation.<sup>2</sup>

This guide strives to give educators a resource to promote awareness about the environmental issues facing our world today and the actions humans can take to protect and restore life on land. It provides slide-by-slide details to help educators prepare to explain, discuss, and facilitate the hands-on content in the presentation. The presentation is designed to cover three class sessions, but it is flexible depending on the students’ needs and the time available. Ideas for additional extensions are included at the end of this manuscript.

This lesson plan follows an inquiry-driven 5E instructional model: Engage, Explore, Explain, Elaborate, and Evaluate. The lesson begins as students watch a video that provides a broad overview of the sustainability issues facing life on land. Students will be probed to use their imaginations to pretend they are interns at an environmental nonprofit who have been tasked with creating a campaign that protects local systems. To gain important background knowledge, students will first investigate the concept of an ecosystem by reading and annotating an informative article that explains an ecosystem’s main components. Next, they will observe their own ecosystem as they look for evidence of these elements. Students will then apply what they have learned about each ecosystem component as they explore the idea of biodiversity.

In the second session, students will watch a news report that explains the decline of our world’s biodiversity, and they will explore what this means for our ecosystems. Small groups of students will perform research to more completely understand how humans are contributing to biodiversity loss, how these actions are affecting our ecosystems, and what humans can do to protect and restore life on land. Students will then collaborate to create a public-facing campaign that advocates to protect local ecosystems and preserve biodiversity.

In the final session, students will present their campaigns to their nonprofit team members. The class will evaluate each campaign based on its potential effectiveness and impact, and students will vote on the campaign that they believe their nonprofit should implement first.

## Sources

1—"UN Report: Nature's Dangerous Decline Unprecedented; Species Extinction Rates Accelerating." United Nations. [UN.org/sustainabledevelopment/blog/2019/05/nature-decline-unprecedented-report/](https://www.un.org/sustainabledevelopment/blog/2019/05/nature-decline-unprecedented-report/).

2—"Sustainable Foundations: A Guide for Teaching the Sustainable Development Goals." Manitoba Council for International Cooperation. [mctic.ca/pdf/SDG\\_Primer\\_FINAL.pdf](https://www.mctic.ca/pdf/SDG_Primer_FINAL.pdf).

## Engage | Slide 1

### Overview

Students will watch a video that introduces the topic of sustainable life on land and they will briefly reflect on their initial reactions.

### DAY 1, Slide 1

- Begin class by clicking on the image and playing the Life on Land video.
- When the video is complete, click once and instruct students to participate in a two-minute Quick Write in which they jot their immediate reactions (thoughts, questions, etc.) to the content they just viewed.

## Explore | Slides 2–8

### Overview

Students will use their imaginations to pretend they are interns at an environmental nonprofit who have been tasked with creating a campaign that protects local systems. To gain important background knowledge, students will first investigate the concept of an ecosystem by reading and annotating an informative article that explains an ecosystem's main components. Next, they will observe their own ecosystem as they look for evidence of these elements. Students will then apply what they have learned about each ecosystem component as they explore the idea of biodiversity.

### Day 1, Slide 2

- Instruct students to close their eyes and imagine that they are flashing forward in time.
- Then click once and instruct students to open their eyes. Inform the class that they are now in college, and they are interning at an environmental nonprofit. Explain that a nonprofit is an organization whose primary goal is to further a cause, rather than make money. This particular nonprofit is working to protect the environment in a variety of ways.

- Tell students that they have been placed on a team within the nonprofit that seeks to protect life on land! This life includes plants, animals, and humans.
- Click again and explain that the team's current project is the creation of a campaign that will inspire their community to protect local ecosystems. Remind students that an ecosystem is a biological community of interacting organisms and their physical environment.

## Day 1, Slide 3

- Tell students that in order to become a contributing team member and quickly get to work on this important project, they must first fully understand the concept of an ecosystem.
- Distribute one "Four Basic Components of an Ecosystem" article to each student.
- Click once and instruct students to complete the following with a partner:
  - Read the article aloud once to get the gist of the text.
  - Read the article a second time. This time, annotate the text for key details related to an ecosystem's four main components.

## Day 1, Slide 4

- Once students have finished annotating the text, click once and reiterate what students have just read: An ecosystem is composed of abiotic components, producers, consumers and decomposers.
- Distribute a copy of *Handout 1: Ecosystems* to each student and instruct student pairs to use their annotations to write a one-sentence summary for each category.
- After a couple minutes have passed, ask a few pairs to share what they have written. As they do, click once to reveal each of the overviews below:
  - Abiotic components are all of an ecosystem's non-living elements. Even though these elements are not alive, they can dramatically affect an ecosystem.
  - Producers earned their name because they use energy from the sun to produce their own food. Plants are an example of producers.
  - Consumers cannot produce their own food, so they eat others. Animals are consumers.
  - Decomposers break down waste and dead plants/animals, which releases important nutrients back into the soil.
- Before moving on, ensure students understand that an ecosystem is a community where these four components coexist!

## Day 1, Slide 5

- Tell students that they are about to go outside\* to observe their local ecosystem. Before you go outdoors, explain that as students observe the ecosystem around them, they should jot notes and sketches to record what they see in the corresponding squares on *Handout 1: Ecosystems*. Encourage students to try to find examples of each ecosystem component, but acknowledge that they may not find examples of all four.
- Then bring students to an area outdoors with as much nature as possible. Encourage students to sit and observe their surroundings, as well as walk around and investigate. If needed, facilitate student

exploration by providing suggestions as to where students should take extra time to observe.

\*If it is not possible to bring students outdoors, the following websites provide a variety of nature photographs and web cams that students can explore instead:

- The Nature Conservancy: [nature.org/en-us/about-us/where-we-work/united-states/live-wildlife-cams-and-trail-camera-traps/](https://www.nature.org/en-us/about-us/where-we-work/united-states/live-wildlife-cams-and-trail-camera-traps/)
- National Park Service Webcams: [nps.gov/subjects/watchingwildlife/webcams.htm](https://www.nps.gov/subjects/watchingwildlife/webcams.htm)
- Parks Canada: [pc.gc.ca/en/nature/science/controle-monitoring/cameras](https://www.pc.gc.ca/en/nature/science/controle-monitoring/cameras)

## Day 1, Slide 6

- After students explore their local ecosystem for about 10 minutes, bring them indoors and encourage them to share their observations.
- Keep track of their observations in the corresponding ecosystem categories on the slide. If student observations are lacking in one category, probe students to consider what may exist in their ecosystem that they simply weren't able to see with their own eyes.

## Day 1, Slide 7

- Click once to reveal the word *Biodiversity*.
- Encourage students to discuss the meaning of this word with a peer.
- Then click twice to break the word up into its parts: *bio* and *diversity*.
- Click again to explain that the prefix *bio* means "life." Click a second time and explain that *diversity* means that there is a variety—or a lot of many kinds of things.
- Click twice more and explain that *biodiversity* therefore refers to the variety of life on Earth. Tell students that biodiversity can be found in small places like a puddle or on top of a hill, bigger places like in a park or a forest, or much larger places such as on a continent or throughout our planet. On Planet Earth, we have recorded about 1.7 million species of animals, plants, and fungi, but many more may exist that are not yet known to man!

## Day 1, Slide 8

- Direct students to look back on the notes that they recorded on *Handout 1: Ecosystems* and silently consider whether biodiversity is important.
- Click to reveal the first question: How much do you think an ecosystem would be affected if it lost its abiotic components?
- Click again, and designate one side of the classroom "Very affected" and the opposite side of the classroom "Not affected." Explain the middle point between these two sides represents "Somewhat/moderately affected."
- Instruct students to consider where their answer would fall along this continuum line, and then silently walk to the area of the classroom that demonstrates their answer.
- Click twice to repeat this questioning activity for Producers, Consumers, and Decomposers.

- Click twice more, and then click on "any of its components" to watch the [Why is Biodiversity So Important?](#) video. As students watch, instruct them to think about whether the video supports or refutes their answers.
- When the video is complete, conclude the class session by probing students to demonstrate their answer to this final continuum line question: How much would an ecosystem be affected if it lost *any* of its components?

## Explain | Slides 9–12

### Overview

After watching a news report that explains the decline of our world’s biodiversity, students will seek to further explain what this means for our ecosystems. Small groups of students will perform research on three main research questions in order to more completely understand how humans contribute to biodiversity loss, how these actions are affecting our ecosystems, and what we can do to protect and restore life on land.

### DAY 2, Slide 9

- Begin class by welcoming everyone back to the second day of their environmental internship.
- Tell students that the nonprofit’s Executive Director has some serious news to share: The United Nations has recently reported that more plants and animals are threatened with extinction now than during any other period in human history. This makes their team’s mission to create a community campaign about protecting local ecosystems even more pressing!
- Pass out one *Handout 2: News Flash* to each student. Explain that as students watch a news report about this finding, they should jot notes in each of the handout’s three categories.
- Play the [news report](#) by clicking the image on the slide, and instruct students to listen and jot notes as they watch. It may be helpful to either pause the video at a couple points or to play the video twice.
- Encourage students to share their *News Flash* notes with a peer once the video is complete.

### Day 2, Slide 10

- Tell the “interns” that in order for them to create a campaign that influences the public to take action and protect our ecosystems, it is essential that their team has a strong understanding of the current state of our world’s ecosystems, including (click once to reveal each question):
  - How are humans contributing to biodiversity loss?
  - How are human actions affecting our ecosystems?
  - What can we do to protect and restore life on land?
- Distribute one *Handout 3: Life on Land Research Notes* (two pages) to each student, and then place students into groups of between three and six students.

\*Note: In groups of 3, students will be responsible for performing research independently. If students need additional support or if technology is not available for independent research, students may research in pairs.



## Day 2, Slide 11

- In order to research efficiently, explain that one or two students in each group will thoroughly research one of the three questions.
- Explain that it will be each student's responsibility to become an expert in their subject/question area. At the end of the research time, students will reconvene with their team members and share what they have learned.
- Direct students' attention to page two of *Handout 3: Life on Land Research Notes*, and instruct students to begin their research with these articles before searching for additional sources.\*
- Deduct 10–15 minutes from the end of the class period, and set the timer. Then click start on the timer and encourage students to begin their research!

\* Notes:

- Depending on students' reading level, this handout also suggests two challenge articles that are more complex than the other sources. These articles address all three research questions.
- If technology is not available, links to every article are provided in the Materials Section so they can be printed in advance.

## Day 2, Slide 12

- Instruct groups to reconvene. Now that each student is an expert in a ecosystem area, explain that groups will have time to share their key findings with each other.
- Click once and explain that as students share what they have learned, the other group members should use *Handout 3: Life on Land Research Notes* to record notes.
- Encourage students to record about three key facts for each research question...They don't have to record everything that their team members researched! The goal is to gain a more thorough understanding of the topic so they can create an effective campaign.

## Elaborate | Slides 13–14

### Overview

Students will be presented with a list of action items that their "team" has compiled that could help protect and restore life on land. Students will consider what they have learned from their research and will either select an action from this list or create their own—based on what they believe has the greatest potential to drive change. Students will then collaborate to create a public-facing campaign that advocates a course of change in order to protect a local ecosystem and preserve its biodiversity.

## Day 2, Slide 13

- Congratulate the class and tell them that, as a result of their research and hard work, the nonprofit's Executive Director has determined they are ready to begin working on the ecosystem protection campaign.
- Click once and remind students of the campaign's overall objective: to protect local ecosystems by increasing public awareness and promoting community action.



- Click again and explain that the nonprofit has already compiled this list of possible community actions that could protect life on land. Students must now consider what they have learned from their research and select one action item that they believe has the most potential to make a difference in their community's ecosystems. They may choose to select an option from this list or create their own.
- Distribute one *Handout 4: Creating Change* to each student and explain that the nonprofit would like student groups to plan for their campaign using this template. Review each of the handout's steps with the class and explain that students will work with their research groups to complete this handout and plan for their campaign.
- Before students get to work, take a moment to help students brainstorm different campaign possibilities. In other words: How could they get their message out to the public? Possible ideas include, but are not limited to: online advertising, print ads, posters, fliers, radio/school announcements, social media advertising, texting campaigns, Instagram posts, and apps.
- Finally, tell the groups that they will have all the time remaining in class today, as well as a little more than half of the following class session to complete the steps on this handout. They will then share their work with the rest of the nonprofit!
- When class wraps up, ensure students save their work so they can continue the following period.

## DAY 3, Slide 14

- As students enter the classroom, encourage them to immediately regroup and continue working on their campaign.
- Deduct about 25 minutes from the end of the period and tell students that they have this much time left to complete their campaign.

# Evaluate | Slides 15–18

## Overview

Students will present their campaigns to their nonprofit team members. The class will evaluate each campaign based on its potential effectiveness and impact, and students will vote on the campaign that they believe their nonprofit should implement first.

## Day 3, Slide 15

- When there are 25 minutes left in the class period, tell students that the next step will be to present their campaign ideas to the larger Life on Land Team so the division can select a campaign to start with.
- Click once and explain that each group will have about five minutes to put together a short (less than two-minute) presentation. The goal of their presentation will be to share:
  - Main campaign goal: What action do you want your community to take?
  - Importance: How will this action help protect and/or restore life on land?
  - Messaging: How will you convince the community to take action?
- Instruct students to use their completed *Handout 4: Creating Change* as they decide what to share.

## Day 3, Slide 16

- Assemble students back together and distribute one *Handout 5: Campaign Evaluations* to each student.
- Explain that in addition to presenting their own campaign, students must help the nonprofit decide which campaign should be tackled first. A successful campaign will be one that not only has the potential to protect and/or restore our ecosystems, but one that also has the power to convince the local community to take action.
- Call on a student volunteer to read the headers on the handout's Campaign Evaluation chart, and then explain that students should take notes on these categories as each group presents. At the end of the presentations, a vote will determine the kick-off campaign.

## Day 3, Slide 17

- Facilitate the group presentations by performing the following:
  - Keep an eye on the time, and if groups surpass the two-minute mark, give them a 30-second warning.
  - At the end of each presentation, allow a minute or two of question and answer.
  - Remind students to take notes on each presentation!
  - Use *Handout 5: Campaign Evaluations* to take your own brief notes as students present, so you can quickly recap the ideas during the proceeding voting session.
- Once all groups have presented, encourage students to review their notes. Remind them that each intern will be asked to vote for the Life on Land Team's inaugural ecosystem campaign. They may *not* vote for their own campaign.
- Ask students to give you a thumbs up once they have chosen a campaign that they believe has the potential to make the biggest impact.
- Once students are ready, instruct the class to close their eyes and hold an anonymous vote.
- Then announce the campaign that the nonprofit will roll out first!

## Day 3, Slide 18

- Conclude by reiterating the importance of everyone's actions when it comes to protecting the environment and working to restore our ecosystems. Stress that even though the nonprofit selected one campaign on which to focus first, every group's idea was important and worthy of implementation.
- Remind students that, with or without a campaign, they can still apply what they have learned and do their part to protect the environment every day.
- As the class session wraps up, ask every student to share one action they can promise to take that will benefit their community's ecosystems.

## Optional Extension Activities

- Students may describe, in writing, why they voted for the campaign that they selected and if/how they would modify it to make it even more effective or impactful.
- After creating a more detailed action plan, students can begin to implement their campaign and submit it to our challenge.

## Standards Addressed

### Next Generation Science Standards

- Earth and Human Activity
  - ESS3.C: Human Impacts on Earth Systems: Typically, as human populations and per-capita consumption of natural resources increase, so do the negative impacts on Earth unless the activities and technologies involved are engineered otherwise.
- Ecosystems: Interactions, Energy, and Dynamics
  - LS2.A: Interdependent Relationships in Ecosystems: Organisms, and populations of organisms, are dependent on their environmental interactions both with other living things and with nonliving factors.
  - LS2.C: Ecosystem Dynamics, Functioning, and Resilience: Biodiversity describes the variety of species found in Earth's terrestrial and oceanic ecosystems. The completeness or integrity of an ecosystem's biodiversity is often used as a measure of its health.
  - LS4.D: Biodiversity and Humans: Changes in biodiversity can influence humans' resources, such as food, energy, and medicines, as well as ecosystem services that humans rely on—for example, water purification and recycling.

## Common Core English Language Arts Standards

- Reading: Science and Technical Subjects
  - RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.
- Speaking and Listening
  - SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Writing
  - W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

<p><b>Abiotic Components</b></p> <p>Overview:</p>          <p>What examples can you find in your community's ecosystem?</p>	<p><b>Producers</b></p> <p>Overview:</p>          <p>What examples can you find in your community's ecosystem?</p>
<p><b>Consumers</b></p> <p>Overview:</p>          <p>What examples can you find in your community's ecosystem?</p>	<p><b>Decomposers</b></p> <p>Overview:</p>          <p>What examples can you find in your community's ecosystem?</p>

As you watch the news report, jot notes on the following:

3 factors contributing to extinction (In other words: Why is this extinction happening?):

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2 important takeaways to remember:

- \_\_\_\_\_
- \_\_\_\_\_

1 question:

- \_\_\_\_\_



## Handout 2: News Flash

As you watch the news report, jot notes on the following:

3 factors contributing to extinction (In other words: Why is this extinction happening?):

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2 important takeaways to remember:

- \_\_\_\_\_
- \_\_\_\_\_

1 question:

- \_\_\_\_\_

**Research Question #1:** How are humans contributing to biodiversity loss?

**Research Question #2:** How are human actions affecting the world’s ecosystems?

**Research Question #3:** What can we do to protect and restore life on land—including plants and animals?

**Miscellaneous:** As you research, use the space below to record additional notes that could be beneficial as you begin to craft your campaign.

**Directions:** Begin your research using the articles below.

**Research Question #1:** How are humans contributing to biodiversity loss?

- *Human Activities that Affect the Ecosystem:* [sciencing.com/human-activities-affect-ecosystem-9189.html](https://www.sciencing.com/human-activities-affect-ecosystem-9189.html)
- *1 Million Species Under Threat of Extinction:* [nbcnews.com/mach/science/1-million-species-under-threat-extinction-because-humans-report-finds-ncna1002046](https://www.nbcnews.com/mach/science/1-million-species-under-threat-extinction-because-humans-report-finds-ncna1002046)
- *5 Major Threats to Biodiversity, and How We Can Help Curb Them:* [mashable.com/2015/05/23/biodiversity-threats/](https://www.mashable.com/2015/05/23/biodiversity-threats/)

**Research Question #2:** How are human actions affecting the world's ecosystems?

- *1 Million Species Under Threat of Extinction:* [nbcnews.com/mach/science/1-million-species-under-threat-extinction-because-humans-report-finds-ncna1002046](https://www.nbcnews.com/mach/science/1-million-species-under-threat-extinction-because-humans-report-finds-ncna1002046)
- *Climate Change and Human Health:* [who.int/globalchange/ecosystems/biodiversity/en/](http://www.who.int/globalchange/ecosystems/biodiversity/en/)

**Research Question #3:** What can we do to protect and restore life on land—including plants and animals?

- *5 Major Threats to Biodiversity, and How We Can Help Curb Them:* [mashable.com/2015/05/23/biodiversity-threats/](https://www.mashable.com/2015/05/23/biodiversity-threats/)
- *How Can We Actively Restore the Environment:* [sciencing.com/can-actively-restore-environment-15545.html](https://www.sciencing.com/can-actively-restore-environment-15545.html)
- *10 Things You Can Do to Help Save the Earth:* [science.howstuffworks.com/environmental/green-science/save-earth-top-ten1.htm](https://www.science.howstuffworks.com/environmental/green-science/save-earth-top-ten1.htm)

**Challenge articles that address all three research questions:**

- *IPBES Global Assessment Finds We Must Act Now to Save Our Life Support System:* <https://sdg.iisd.org/news/ipbes-global-assessment-finds-we-must-act-now-to-save-our-life-support-system/>
- *What is Biodiversity and Why Does it Matter to Us:* [theguardian.com/news/2018/mar/12/what-is-biodiversity-and-why-does-it-matter-to-us](https://www.theguardian.com/news/2018/mar/12/what-is-biodiversity-and-why-does-it-matter-to-us)



1. What action do you want to promote in your community that will protect or restore life in our local ecosystems?

2. Why have you selected this action? How will this action protect and/or restore life in our local ecosystems?

3. How will you raise awareness about the importance of protecting your local ecosystem *and* inspire people to complete this action? Create a list of steps below.

4. Work with your group to create at least one sample campaign material. For instance, if your campaign will rely on emails, what would one email look like? Or if your campaign will create re-usable bags, what will these bags look like? A sample campaign deliverable will help others better understand your tactics *and* visualize your campaign's impact potential. Complete this sample on a separate piece of paper!

