

Chapter 29: Ecowriting Unit 2:

Greenwashing–Disrupting False or Misleading Claims of Environmental Ethics

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*Digital unit version available at: <https://tinyurl.com/3ps6xh44>

Figure 29.1: Scan this QR code for access to the digital version of this unit.



Unit Overview: In this 10-day unit plan, students explore greenwashing. First, they examine positive and negative examples of media advertisements that generate a public-facing image of environmental sustainability. Students investigate greenwashing by analyzing how false or misleading messages attempt to convince the public that a company is implementing sustainable environmental practices. Next, students engage in collaborative inquiry-based ecowriting to create countermedia that generates awareness about greenwashing. Lastly, students share their ecowriting countermedia with their families, friends, and communities. Students can also continue their ecowriting by creating letters of support to companies and organizations that engage in ethical environmental practices (see extension lesson).

Greenwashing Instructional Resource Guide: <https://tinyurl.com/3hwfp3u9>

Guiding Questions:

- How do media and advertising impact our everyday lives?
- What is critical media literacy?

- What are the differences between dominant media and countermedia?
- What is greenwashing?
- What advertising techniques promote greenwashing?
- How does greenwashing negatively impact progress toward environmental sustainability?
- How can ecowriting countermedia productions hold companies accountable?
- How can ecowriting showcase support for ethical environmental practices?

Learning Outcomes:

- Consider how media and advertising impact our everyday lives.
- Understand and apply the tools of critical media literacy.
- Analyze the differences between dominant media and countermedia.
- Explore and analyze greenwashing.
- Examine greenwashing techniques using common texts and commercial media.
- Engage in inquiry-based research to investigate student-selected greenwashing topics.
- Create and share ecowriting countermedia that demonstrates positive and negative media representations of environmental sustainability.
- Engage in ecowriting to showcase support of ethical environmental practices.

Target Vocabulary:

- **Critical Media Literacy**¹: An inquiry-based process for analyzing and creating media by interrogating the relationships between power and knowledge. It questions representations of class, gender, race, sexuality, and other forms of identity and challenges unjust media messages. Critical media literacy celebrates positive

¹ This is based on the definition of critical media literacy generated by the 2021 Critical Media Literacy Conference of the Americas Steering Committee, viewable here: <https://tinyurl.com/t29f89u8>

representations and beneficial aspects of media while challenging problems and negative consequences, recognizing media are never neutral.

- **Dominant media:** Popular or mainstream media that are often commercial and tend to privilege upper and middle class White, heterosexual men over historically marginalized groups, people, and ideas.
- **Countermedia:** Alternative media that provide a different perspective than dominant media; often created in response to mainstream media in an attempt to challenge under-representations and misrepresentations.
- **Greenwashing:** Public-facing information that makes false or misleading claims of environmental sustainability, often promoting commercial companies or organizations through advertisements.
- **Environmentally-friendly:** Environmentally-friendly or eco-friendly are terms often used to describe whether a product is *earth-friendly* or *not harmful to the environment*. It commonly applies to products that contribute to green-living and practices that aid in resource conservation (e.g., energy or water) and environmental sustainability.
- **Environmental Sustainability:** Responsibility to conserve natural resources, act in harmony with the natural world, positively impact local and global ecosystems, and contribute to physical and ecological health and well-being.
- **Ecolabels:** Product branding or labeling that suggests environmentally-friendly practices.
- **Ecowriting:** Print and non-print (video, audio, photography, multimodal, multimedia, other forms of digital communication) writing to engage in storytelling about the environment, interrelated ecosystems, and relationships with the natural world.

Day 1: Introduction to Critical Media Literacy and Commercial Media/Advertising

Lesson Opener: *Logo/Brand Alphabet*

- Use or adapt this Google Presentation: <https://tinyurl.com/62rvjr3k>
 - Slide 1: Have students guess what each brand or logo represents based on the first letter. Guide students to reflect on why they were able to name so many products and brands. Ask students, *Can you find a brand or logo that is selling something, such as: products, ideas, or something else?* Encourage students to consider who/what influences their purchases and everyday lives.
 - *Note: When in presenter mode, click once after students guess each letter to reveal answers on slide 1 (see full answer key for the teacher on slide 2).*

Activity 1: *McDonalds' Advertisement Analysis*

- Use or adapt this Google Presentation: <https://tinyurl.com/4vb97pap>
 - Slide 1: Invite students to freewrite/discuss the McDonalds' advertisement. Ask: *Why do you think that someone would purchase food from McDonalds, based on the advertisement?*
 - Slide 2: Have students share their ideas and generate a class list.

Activity 2: *What is Critical Media Literacy (CML)? How can we use the CML questions?*

- Use or adapt this Google Presentation: <https://tinyurl.com/5wzzkx4a>
 - Slide 1: Have students describe the term *literacy*. Discuss that traditional *literacy* includes *reading, writing, speaking, and listening* using print-based texts.
 - Slide 2: Explain that critical media literacy (CML) *expands our understanding of literacy (reading, writing, speaking, and listening) to include images, sounds, advertising, social media, popular culture, as well as print-based texts.*

- Slide 3: Describe that CML *deepens our abilities to critically analyze and create media by interrogating the relationships between power and knowledge.*
- Slide 4: Express that CML *inspires critical thinking and inquiry-based questions about representations of class, gender, race, sexuality, and other forms of identities, and challenges unjust media messages.*
- Slide 5: Share that CML *celebrates positive representations and beneficial aspects of media while challenging problems and negative consequences, recognizing media are never neutral.*
- Slide 6: Introduce the Critical Media Literacy Framework: Conceptual Understandings and Guiding Questions² (PDF-versions available below):
 - English: <https://tinyurl.com/4v5ndatx>
 - Spanish: <https://tinyurl.com/2fdaz8up>
 - Mandarin: <https://tinyurl.com/mpfveh85>
 - Portuguese: <https://tinyurl.com/mwrkf9sz>
- Slide 7: Have students revisit the McDonalds' advertisement from Activity 1. Guide them as they analyze the advertisement using the six CML questions.

Activity 3: *Dominant and Countermedia*

- Use or adapt this Google Presentation: <https://tinyurl.com/a8v752ea>
 - Slide 1: Have students describe the term *dominant media*. Describe that dominant media are typically *popular or mainstream media that are often commercial and tend to privilege upper and middle class White, heterosexual men over historically*

² The Critical Media Literacy Framework: Conceptual Understandings and Guiding Questions is available on p. 8: Kellner, D., & Share, J. (2019). *The critical media literacy guide: Engaging media and transforming education.*: Brill/Sense Publishers. DOI: 10.13140/RG.2.2.32448.79360 Framework available in English, Spanish, Mandarin, and Portuguese as free-to-use shareable PDFs (see instructional resource guide for Unit 2: Day 1, Activity 2).

marginalized groups, people, and ideas. Example explanation found in slide 1 (presenter notes).

- Slide 2: View: Dissolve. (2014, March 21). *This is a generic brand video* [Video]. YouTube. <https://www.youtube.com/watch?v=2YBtspm8j8M>. Ask students: *What could Dissolve be suggesting about some of the common techniques of advertising? How could these techniques in dominant media advertising affect or position consumers?* Invite them to discuss their observations/ideas with a partner or debrief as a full class.
- Slide 3: Invite students to share what they think of when they hear the term *countermedia*. Explain that *countermedia are alternative media that provide a different perspective than dominant media, often created in response to dominant media in an attempt to challenge under-representations and misrepresentations.* Show the examples of countermedia (slide 3).
- Slide 4: Have students talk with a partner or in a small group about the countermedia examples on slide. Provide guiding questions to help facilitate their discussion, such as: *How do the countermedia examples impact your analysis of the previous dominant media McDonalds' advertisement? What do you notice about the kinds of words, images, or colors in the countermedia examples? How do they differ from the dominant media example? What kinds of ideas are being shared differently in the countermedia examples as opposed to the dominant media example?*
- Slide 5 (*Extension*): Invite students to create their own countermedia. Re-create a media advertisement (on paper or digitally) to challenge what is represented,

misrepresented, or under-represented in the dominant media advertisement that they recalled or observed.

Lesson Closer: *Check for Understanding*

- Check for students' understanding of the differences between dominant media and countermedia. Have partner groups share their observations and ideas (encourage them to go deeply by discussing examples from class or from their daily lives).

Day 2: Introduction to Greenwashing

Lesson Opener: *Greenwashing K-W-L Chart ("I know...")*

- Use or adapt this Google Presentation: <https://tinyurl.com/nfvakdrf>
 - Slide 1: Invite students to express what they **know** about greenwashing by building connections to their prior knowledge. Have students draw a three-column K-W-L chart on paper or print slide 1 as a PDF. Students should complete only the "I know" section at this time. Provide the prompt: *Describe a product that you think is NOT environmentally sustainable. Explain how the producers of this product have created a false or misleading impression that this product is environmentally safe.*
 - Have students share their writing with the whole class or with a partner.

Activity 1: "A Fiji Water Story" and Greenwashing Techniques

- Use or adapt this Google Presentation: <https://tinyurl.com/un8956uu>
 - Slide 1: Show the video on slide 1: Our Changing Climate. (2017, July 28). *Greenwashing: A Fiji Water Story* [Video]. YouTube. <https://www.youtube.com/watch?v=mOpa8kd6fBI>. After viewing the text, have students freewrite for five minutes to respond to the following prompts: *What is*

greenwashing? What kinds of messages were shared by Fiji's advertising that represent elements of greenwashing?

- Slide 2: Discuss students' thoughts and generate a class list about elements of greenwashing.

Activity 2: Greenwashing K-W-L Chart ("I want to know...")

- Use or adapt this Google Presentation: <https://tinyurl.com/ddbhus25>
 - Slide 1: Have students revisit their K-W-L charts. Invite students to answer: *What do you want to learn and explore about greenwashing and its impact on the environment, consumers, and our daily lives?*
 - Slide 2: Encourage students to share their freewrites and create a list of students' interests on slide 2.

Activity 3: Greenwashing Reading Groups

- Use or adapt this Google Presentation: <https://tinyurl.com/24yeyze9>
 - Slide 1: Have students work in small reading groups to explore one or more texts related to greenwashing and use the CML Guiding Questions to analyze the text(s).
 - Slide 2: Refer students to the CML Guiding Questions (printable CML Guiding Questions PDFs available in the presenter notes).
 - *Note: Encourage students to discuss which text(s) they would like to examine with their peers. For younger learners (K-5), it could be helpful to read/view a single text aloud as a whole class and work together to answer just one or two of the CML guiding questions at a time.*
 - Slide 3: Text 1: RDC Global. (2020). Six Sins of Greenwashing [Infographic].

https://www.rcgdglobal.com/wp-content/uploads/2020/07/105999832_10158242112895610_4270567386174372578_o.jpg

- Slide 4: Text 2: Mishra, S. (2016, March 23). *Case study: A bottle water brand, an ethical obligation, and everything in between*. Medium.
<https://medium.com/@swapnilmishra/a-water-bottle-brand-an-ethical-obligation-and-everything-in-between-3bfcf8e568c2>
- Slide 5: Text 3: Walker, R. (2008, June 1). *Consumed Water Proof*. The New York Times Magazine.
<https://www.nytimes.com/2008/06/01/magazine/01wwln-consumed-t.html>
- Slide 6: Text 4: Osman, J. (2020, November 2). *Greenwashing: The Tipping Point*. ClientEarth.
<https://www.clientearth.org/latest/latest-updates/stories/greenwashing-the-tipping-point/>
- Slide 7: Text 5: Johnson, M. J. [TEDxSkift]. (2020, November 16). *Guide against greenwashing* [Video]. YouTube.
<https://www.youtube.com/watch?v=5AUDasE1h1k>
- Slide 8: Text 6: Acaroglu, L. (2019, July 8). *What is greenwashing? How to spot it and stop it*. Medium.
<https://medium.com/disruptive-design/what-is-greenwashing-how-to-spot-it-and-stop-it-c44f3d130d5>
- Slide 9: *Extension Activity*: Ask students to view:
 - Kierbel, A. (2021, July 15). *ECOMEDIA* [Video]. YouTube.
<https://www.youtube.com/watch?v=JUbFJwqzP1Q>
 - Invite students take notes about what they observe about how the

creator(s) of this video use different genres, images, sounds, visuals, and colors to help convey their message about how media (e.g. cell phones) produce harmful impacts on the environment. Ask students to review and apply the six CML Framework Guiding Questions as they create observations about how this video is constructed. Discuss your observations/responses as a class.

Lesson Closer: *Greenwashing K-W-L Chart (“I learned...”)*

- Use or adapt this Google Presentation: <https://tinyurl.com/7y5prmkk>
 - Slide 1: Have students revisit their K-W-L charts. Ask students: *What did you learn about greenwashing and its impact on the environment, consumers, and our daily lives? What details or clues did you discover about how to identify greenwashing in advertisements?*
 - Slide 2: Invite students to share and create a list of key takeaways.

Day 3: Environmentally-friendly Practices, Environmental Sustainability, and Eco-labels

Lesson Opener: *Defining Environmentally-friendly, Environmental Sustainability, and Eco-labels*

- Use or adapt this Google Presentation: <https://tinyurl.com/dm8reh3t>
 - Slide 1: Invite students to respond to the guiding questions: *How would you define or describe the meaning of a product that is environmentally-friendly? How would you define or describe how an individual or group can contribute to environmental sustainability? How would you define or describe the purpose of an eco-label? Can you think of any examples? If so, draw it or explain it.*
 - Slide 2: Have students talk with a partner or in a small group to share their

- ideas/responses to the guiding questions (slide 1). Next, synthesize students' definitions and examples relating to the terms, *environmentally-friendly*, *environmental sustainability*, and *eco-labels* using the three-column list (slide 2).
- Slide 3: Review the additional definitions of environmentally-friendly, environmental sustainability, and eco-labels. Encourage students to observe the similarities and/or differences they notice between the definitions. Next, have students examine the *Crema Joe* photograph on slide 3 and answer the following questions: *What do you notice about the colors and eco-labels on their “reusable capsule” coffee filter? Could this product be considered environmentally-friendly? Does it contribute to environmental sustainability? Do you observe an eco-label? If so, how?*
 - Slide 4: View the Crema Joe video: Crema Joe. (2019, March 10). *Reusable coffee pods - making a difference with every brew* [Video]. YouTube. https://www.youtube.com/watch?v=MYlsQvUH_to&t=55s. Ask students to observe how Crema Joe contributes to environmentally-friendly practices, environmental sustainability, and accurate eco-labeling.

Activity 1: Conscious Consumption Product Mapping

- Use or adapt this Google Presentation: <https://tinyurl.com/vphh3vtk>
 - Slide 1: Share the example on slide 1 (in presenter mode) to provide a visualization of all of the elements in a McDonalds' Happy Meal. Ask students: *Did you observe any elements or materials that are or are not environmentally-friendly?* Next, encourage students to think about one commercial product and draw it. Have students create a concept map on paper or

on a digital concept-mapping tool (such as: [Bubbl.us](https://bubbl.us)) that shows all the elements or materials that they think have gone into the development of this product. Ask probing questions: *How is this product made? Is it plastic? Is it metal? Is it BPA free? (To explore BPA free with students, visit:*

<https://www.greenmatters.com/p/bpa-free>).

- *Note: This concept map was created by Vivian Vasquez (2014) and her preschoolers when they were examining all the items that go into creating a McDonalds' Happy Meal. Vasquez and her preschoolers discovered that there are many people who made lots of choices to create a Happy Meal. The example above also connects with CML Guiding Question 1: Who are all the possible people who made choices that helped create this text?*
- Once students are done drawing their concept map to showcase how a commercial product is constructed, ask them to engage in a turn and talk with a peer to discuss the products they deconstructed in their concept maps. Encourage them to ask each other probing questions, such as: *Is there a logo that suggests that the product is environmentally-friendly? How do you know? Are there any colors or symbols provided on the product that influenced your decision about how the product's construction is impacting the environment?*
- Slide 2: Invite students to reflect on their concept maps and discussions with their peers. Ask them to discuss their thoughts on what makes a product environmentally-friendly and aligns with environmental sustainability; generate a class list after asking students: *What characteristics did you observe that suggested a product is environmentally-friendly and does not hinder*

environmental sustainability?

- *Note: While students share about their concept maps, ask them to think about whether or not they observed any elements of greenwashing given the products they analyzed (based on Unit 2: Day 2's lesson).*

Activity 2: Company Advertising and Environmental Practices

- Use or adapt this Google Document Graphic Organizer: <https://tinyurl.com/bbc4srvc>
 - Organize students to work in small groups. Have them read/view, analyze, and discuss each text.
 - Text 1: Dawn-Dish. (2011). Dawn Dish Soap Digital Advertisement. <https://dawn-dish.com/en-us>
 - Text 2: Dawn Dish Soap. (2020, April 6). *It gets better at Dawn* [Video]. YouTube. <https://www.youtube.com/watch?v=yn0YI1bLtBs>
 - Text 3: Dawn. (2021). *Dawn dish soap ingredients*. Dash-Dish. <https://dawn-dish.com/en-us/how-to/what-dawn-is-made-of-ingredients>
 - Text 4: Dawn. (2021). *Saving wildlife*. Dawn-Dish. <https://dawn-dish.com/en-us/dawn-saves-wildlife>
 - *Extension:* Have student groups select (or assign) **one** of the texts from the graphic organizer (above). Have them analyze their text using the six CML Guiding Questions (see Unit 2: Day 1--Activity 2 for Guiding Question PDFs). Then number-off students (1, 2, 3, 4) within their small groups. Using the jigsaw strategy (see *Cult of Pedagogy*: <https://www.cultofpedagogy.com/search/Jigsaw+method/>), students should form new groups according to their number and then teach their peers

about the text they analyzed using the CML Guiding Questions. Students share their expert knowledge with their peers in other groups. Conclude the lesson by having students debrief their learning process as a whole class.

Activity 3: *Environmental Practices Student Media Application*

- In partners, have students co-create a photo collage, digital ([StoryBoardThat.com](https://storyboardthat.com)) or print-based comic strip to explain environmentally sustainable practices, environmental-friendly practices, and eco-labels.

Lesson Closer: *Student Media Production Share Out*

- Students share their media creations from Activity 3 with the class and discuss their processes behind the choices they made and what their visuals/texts represent.

Day 4: Ecowriting Alternative Media Project Introduction

Lesson Opener: *Revisit K-W-L (What do you want to learn...?)*

- Use or adapt this Google Presentation: <https://tinyurl.com/ywzdesxv>
 - Slide 1: Invite students to revisit “W” from their K-W-L charts on Day 2. Have students reflect on topics that are still of interest about greenwashing. Ask students: *What do you want to know and explore about greenwashing and its impact on the environment, consumers, and our daily lives?*
 - Slide 2: Encourage students to share any new responses from their K-W-L chart. Revisit the previous class-generated list for recommendations on new areas of exploration. Guide students to form small groups, based on their topics of interest.

Activity 1: *Project Overview*

- Use or adapt this Google Presentation: <https://tinyurl.com/ynmbujxk>

- Slide 1: Review definitions of ecowriting and countermedia (alternative) media with students.
- Slide 2: Review project guiding questions and learning outcomes.
- Slide 3: Review project goals and the project process.

Activity 2: *Designing inquiry-based questions*

- Use or adapt this Google Presentation: <https://tinyurl.com/2bzdja4j>
 - Slide 1: Review the inquiry-based learning framework with students. Explain that inquiry-based learning is an ongoing process driven by student-created open-ended questions that require critical thinking.
 - Slide 2: Show an example of an inquiry-based learning project related to greenwashing to help contextualize what is an open-ended question. Ask students to watch: Our Changing Climate. (2018, November 23). *Is fast fashion destroying our environment?* [Video]. YouTube.
<https://www.youtube.com/watch?v=YOA0D0i5-fA>. Encourage students to write notes about what techniques the creators of this video use to respond to their question, walk readers/viewers through their research topic, and their process of storytelling.
 - Slide 3: Debrief and discuss students' observations from the video and generate a class list.
 - Slide 4: Invite students to design their own inquiry-based question related to their project topic. Guide students to complete the prompted steps on the slide.

- *Note: Look at additional teacher resources provided in the Unit 2 instructional resource document underneath the inquiry-based learning subsection for more information.*
- Slide 5: Ask each team to share their inquiry-based learning question. Encourage students to share feedback with each other by providing guiding questions, such as: *Is the question open-ended (not answerable with a yes or no response)? Does the question spark investigation about a topic related to greenwashing? If so, how? Does the question endeavor toward environmental accountability, sustainability, and/or eco-friendly practices? If so, how? Are there any resources that you recommend?*

Lesson Closer: *Team Meetings*

- Facilitate student engagement in a team meeting to discuss the feedback they received. Encourage them to make decisions about modifications to their inquiry-based questions.

Day 5: Collecting Source Materials

Lesson Opener: *Text Types*

- Use or adapt this Google Presentation: <https://tinyurl.com/5b2k4y4h>
 - Slide 1: Invite students to engage in a Quick Write using guiding questions: *What kinds of texts would you like to explore to investigate your inquiry-based questions? Where can you find these resources?* Encourage students to share their ideas with the class.
 - Slides 2-5: Review elements of critical media literacy with students.

- Slide 6: Have students add to their lists, considering resources beyond print-based texts. Help students think about collecting multiple types of resources from different perspectives.

Activity 1: *Critical Media Analysis*

- Use or adapt this Google Presentation: <https://tinyurl.com/y6sucuj2>
 - Slide 1: Have students select any text related to their inquiry-based question. Guide students to first read/view the text for comprehension and to take notes about key points, observations, or quotes that relate to their project topic.
 - Slide 2: Encourage students to use the six CML Guiding Questions to analyze the text.
 - Slide 3: Ask students to share about the text they examined and their responses to the six CML Guiding Questions with their teammates.

Activity 2: *Critical Media Analysis Process Debrief*

- Have students describe what they learned when engaging with the text. Ask: *What guiding questions did you find easier to respond to? Why? What guiding questions were more challenging to answer? Why?* Help students think about additional resources they would like to locate and additional areas of exploration for their research topics.
 - *Note: Check for students' understanding of each of the six CML Guiding Questions. Provide clarification and review any of the core concepts and guiding questions (as needed).*

Lesson Closer: *Team Meetings*

- Have student teams meet to brainstorm additional resources and areas of exploration to respond to their inquiry-based question and research topic. Assist students as they delegate roles and consider their next steps for gathering resources.
 - *Note: Students should continue to collect and analyze texts related to their inquiry-topic. Encourage them to keep using the six CML Guiding Questions to analyze their texts. Additional teacher resources to assist students with analyzing sources are provided in the Unit 2 instructional resource document.*

Day 6: Synthesize Your Research

Lesson Opener: *Golden Inquiry*

- Use or adapt this Google Presentation: <https://tinyurl.com/bhw46ca6>
 - Slide 1: Have project groups meet and review their research notes and consider a meaningful excerpt or direct quote they found in one of their texts.
 - Slide 2-6: Using Google Slides (or sheets of paper), have a student from each team add a quote to a single Google Slide (or piece of paper). Then, encourage students to respond to the quote provided by another team member.
 - Slide 7: Provide time for each team to read each other's responses and to debrief their process with each group. Offer guiding questions, such as: *What did you notice about the information your peers' shared? What did you discover differently about your inquiry topic? What else would you like to explore?*
 - Slide 8: Facilitate a whole group reflection by having student groups describe their process and what they learned from one another. Invite students to provide feedback to other teams about any recommended texts or areas of research connected with their topics.

Activity 1: *Greenwashing Inquiry Topic Elevator Speech*

- Use or adapt this Google Presentation: <https://tinyurl.com/m7zv38nh>
 - Slide 1: Ask students how they would describe and share an example of an elevator speech. Ensure that students understand that an elevator speech is a brief statement (as if you are in an elevator and only have the time between floors to talk) that describes or informs about a topic with concise claims, evidence, and goals. Invite students to reflect upon discussions about advertising techniques from Lessons 1-2. Explain to students that they will practice synthesizing the research they have collected about their greenwashing inquiry topic by creating elevator speeches.
 - Slide 2: Review approaches and goals to drafting elevator speeches about students' greenwashing inquiry sub-topics.
 - Slides 3-8: Have students meet in their groups to draft their elevator speech using slides 3-8 that match their group number. After students begin drafting their elevator speeches, pick a group member to present and practice the speech before sharing with the class.
 - Slide 9: Invite student groups to share their elevator speeches. Other students should actively listen and take notes about what they observe and the information that is shared. Pause after each group shares their elevator speech to provide time for students to anonymously engage in the *Two Stars and One Wish* feedback protocol to provide two affirming comments and one constructive response to each other (see free printable template: <https://tinyurl.com/2p93thuw>).

- *Extension:* To add an additional layer of critical media production, invite students to record their elevator speeches using a Voice Memo recording app on a mobile device, tablet, desktop/laptop, or this free voice recording tool: <https://vocaroo.com/>. Students could record their original elevator speeches and/or revise their drafted speeches to incorporate feedback from their peers after collecting further resources and engaging in revision.

Lesson Closer: *Team Debrief*

- Have research teams meet and discuss feedback on their elevator speeches. Encourage them to discuss additional research or modifications they would like to make when describing their inquiry topics, incorporating critical stances, etc. Students should make decisions about whether they need to collect and analyze additional texts related to their inquiry topic. Remind students to refer to the six CML Guiding Questions as they gather resources to create their alternative media project on greenwashing.

Day 7: Countermedia Project Development

Lesson Opener: *Revisiting Countermedia*

- Use or adapt this Google Presentation: <https://tinyurl.com/53xmvbp7>
 - Slide 1: Activate students' prior learning about countermedia during Lesson 1. Ask students to define and describe countermedia as a class, referring to the images provided on the slide. Co-develop a one-sentence definition to describe countermedia as a class.
 - Slide 2: Add the class definition of countermedia on slide 2. Compare and contrast both definitions; include modifications from students.

- Slides 3-7: Showcase various examples of countermedia products in different mediums (e.g. video) and genres (style of communication). Throughout each example, instruct students to take notes of images, narration, dialogue, etc. that were utilized to convey a message. Encourage students to consider the CML Guiding Questions. Discuss this analysis after each countermedia example.
 - Slide 3: Example 1 (Medium: Video). OwlSwap Sustainability Initiative. (2020, November 30). *What is greenwashing? Part 1* [Video]. YouTube. https://www.youtube.com/watch?v=5_SGWaAcyw
 - Slide 4: Example 2 (Medium: TikTok). BBC My World. (2021, October 19). *Greenwashing: What you need to know--BBC My World #shorts* [Video]. YouTube. <https://www.youtube.com/watch?v=QphGrZe4b8w&t=6s>
 - Slide 5: Example 3 (Medium: Webpage). Lily. (2021, October 19). *Is SHEIN ethical or sustainable? Deep Dive into their greenwashing.* Imperfect Idealist. <https://imperfectidealist.com/is-shein-ethical-or-sustainable/>
 - Slide 6: Example 4 (Medium: Instagram). Lily [@imperfectidealist]. (2022, January 24). Stop the #WorstWageTheft in fashion [Text/Image Thread]. Instagram. https://www.instagram.com/p/CZIADkKp9ol/?utm_medium=share_sheet
 - Slide 7: Example 5 (Medium: Infographic, Narrative Ecowriting Blogpost) Christie [@imperfectidealist]. (2020). Fast fashion: A no-regrets break-up.

Cedar + Surf.

<https://cedarandsurf.com/blog/fast-fashion-a-no-regrets-breakup>

- Slide 8: Share examples of different genres, print and non-print mediums, and digital tools. Invite students to share with the class any additional ideas, mediums, and digital tools.
- *Note: Remind students that they will create countermedia that applies ecowriting to express their research about their greenwashing inquiry topic. Check for students' understanding about the goals for this project discussed in Lesson 4. Ask students to consider which medium and genre-format they would like to use to communicate their learning.*

Activity 1: Team Discussion

- Have students meet in their inquiry teams. During their meetings students should make progress on their countermedia product development:
 - Select medium (print, non-print, mixture of both), genre(s), digital tools.
 - Remind students that, depending on their medium and genre preferences, they should feel free to edit/revise their elevator speeches (Lesson 6) to be suitable for the medium/genre they select.
 - Designate roles (if needed): Make sure that everyone has a say in which role they would like to take on during the production process to ensure that everyone's talents, preferences, and contributions are valued. *For example, researchers (collect/synthesize additional print and non-print research, including sounds, images, or video clips, etc.), graphic designer/artist (finds or creates images),*

ecowriters (adapt elevator speech and/or draft new writing to match the genre-style approach of storytelling), etc.

- Storyboard: Have students create a storyboard as a group to plan out their ecowriting countermedia product. Use paper, online document tool (<https://docs.google.com>), visualization tool (<https://jamboard.google.com>), etc.
After completion, students will share with the class.

Activity 2: Storyboard Peer Feedback

- Pass out sticky notes, index cards, or half sheets of paper to each student. Students should have enough materials to provide feedback for each team (e.g., if there are six inquiry teams, every student should receive five sticky notes). Ask the students to label their materials with the group number at the top and to draw a t-chart with columns labeled *I like* and *I wonder*. Provide time after each group shares their storyboard/plans for classmates to provide anonymous feedback.

Lesson Closer: Team Debrief

- Provide time for each inquiry group to review their peer feedback and to set subsequent goals for their ecowriting countermedia project development.

Day 8: Countermedia Project Development Session 2

Lesson Opener: Project Check-in

- Check in with each inquiry group about their progress. Provide feedback, answer questions, and help guide students as they develop their ecowriting countermedia products.
 - *Note: Depending on the students' progress, adjust the number of instructional sessions you would like to provide as project workdays. If students are*

contributing to this production outside of class, the time needed for critical media production will vary. Number of project work sessions may vary for age-levels, technology access, and learning styles.

Activity 1: Inquiry Team Workshop

- Inquiry teams continue their ecowriting countermedia project productions. Circulate around the room and check in with groups (as needed), observe what roles they are engaging in within their groups, and offer support and guidance. Toward the end of the session, remind students to set goals and review team roles to ensure action steps are understood.

Lesson Closer: Team Updates

- Each team shares a brief update about their progress and next steps. Celebrate students' accomplishments as a class and answer any remaining questions.

Day 9: Dress Rehearsal

Lesson Opener: Project Showcase Format

- Check in with each team to see how they are feeling about the upcoming project showcase. Field any remaining questions. Explain project showcase format (e.g., presentation order, attire, technology availability, where to display non-print products, etc.). Ask students for feedback about the project showcase format and make any adjustments.
 - *Note: Depending on how the students will share their work will impact the design of the dress rehearsal. For example: Students presenting in an auditorium would need to know where they should sit when they are not presenting, the order they will walk up to the presentation area, technology available, or where/how to*

display what they have created. For an online format, students would need to practice sharing screen or making sure their instructor has their materials in advance, etc.

Activity 1: Team Meeting

- Have student groups practice and determine how they will present (e.g., how they will set-up a video clip, who is speaking when, who is facilitating technology components or setting up physical projects, etc.).
 - *Note: If needed, before students begin practicing how they will deliver their presentation, show the video by Practical Psychology. Ask students about their observations and other ideas for delivering an engaging presentation. See: Practical Psychology. (2017, January 16). How to give a great presentation - 7 presentation skills and tips to leave an impression [Video]. YouTube.*
<https://www.youtube.com/watch?v=MnIPpUiTcRc>

Activity 2: Rehearsal

- Student groups present their projects to the class. Audience provides feedback to each group (orally). Ask the group receiving feedback to take notes about audience recommendations.

Lesson Closer: Finalization

- Have students meet in teams to review the feedback given by the audience. Student inquiry groups should make final decisions about any remaining adjustments to improve their products and presentation approaches. Review project showcase expectations; address student questions.

Day 10: Project Showcase

Lesson Opening: *Project Introduction*

- Offer opening remarks and welcome students, families, community members, and guests. Provide context to the audience about environmental sustainability, environmental ethics, and greenwashing. Describe the scope of the project the students have been engaging in during this unit. Celebrate the accomplishments of the students and thank the audience for attending.

Activity 1: *Project Showcase*

- Students share what they have learned with their family, friends, and community.
 - *Note: Depending on showcase format, invite the audience to ask questions, engage in a dialogue with presenters after each presentation, or at the end of the showcase.*

Lesson Closer: *Closing Remarks and Gratitude*

- Give closing remarks and thank attendees. Congratulate students on their meaningful collaboration and learning processes throughout the project. Encourage audience members to reflect on students' countermedia products and calls-to-action to take individual, local, and global actions for climate justice.

Additional Ecowriting Extension Lesson--Celebrating Environmentally-friendly Practices

Lesson Opening: *Reflection*

- Explain Socratic seminars to students using video by Let's TEACH. Clarify questions about how to engage in a Socratic seminar.
 - Let's TEACH. (2020, September 8). *Instructional Strategy - Socratic Seminar* [Video]. YouTube. <https://www.youtube.com/watch?v=SW-WQk-UnUg>.

Activity 1: *Class Reflection*

- Construct alternate classroom set-up for better conversation flow (e.g, chairs in a circle).
Begin the Socratic seminar to help facilitate student dialogue by providing a couple of guiding questions, such as: *What are key takeaways from this unit? What actions can we take to support positive environmental practices?*

Lesson Closer:

- To continue students' ecowriting, they will produce a letter to the company or organization of their choice. Each student should select a company or organization and look at their webpage to learn more about them. Ask students to browse the EcoLabels website: Big Room, Inc. (2022). *EcoLabel Index*.
<https://www.ecolabelindex.com/ecolabels/>.

Lesson Closer: *Celebrating Environmentally-friendly Actions*

- Express support to companies and organizations that are helping the environment and do not participate in greenwashing by using the letter generator: ReadWriteThink. (2022). *Letter Generator*. NCTE.
<https://www.readwritethink.org/classroom-resources/student-interactives/letter-generator#overview>
- Send letters to companies and organizations. Encourage students to continue their ecowriting journeys and encourage them to continue taking actions to help create a more environmentally sustainable world.