Discussion & Education Guide

SINGLE-USE PLANET

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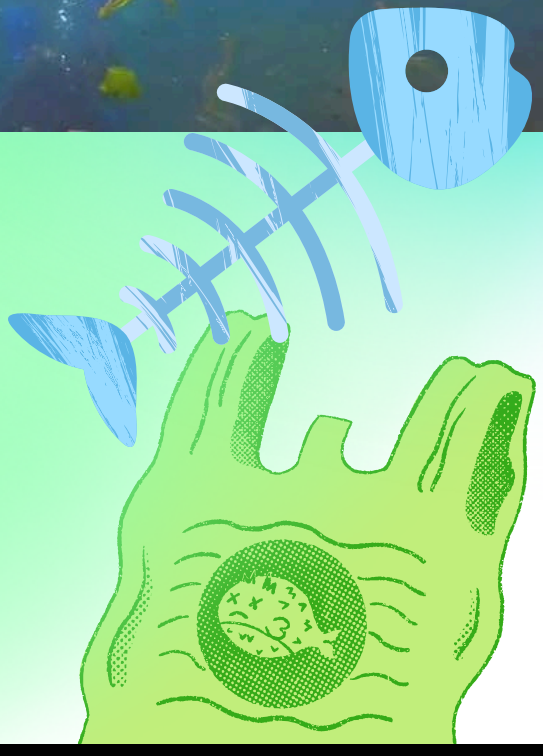


About Single Use Planet

A New Documentary Film Coming to PBS Stations Across the Country in 2025

Plastic is vital in so many ways to our modern way of life and well-being—but not all forms of it.

In search of why evermore single-use plastic debris enters the ocean despite all efforts to recycle, the filmmakers take viewers upstream to where millions of tons of raw plastic are being made amidst the ruins of America's bygone steel industry in Pennsylvania. Further upstream the economic and political realities that have boosted the industry are revealed—realities reaching all the way to rural Louisiana where plans are laid to build the biggest plastic plant in the world. Can the powerful industry be persuaded to temper the production of single-use plastic? The investigation leads to Washington D.C. and finally to France, where policymakers have implemented a nationwide ban of most single-use products.

www.singleuseplanetmovie.org

How To Use This Guide

This education guide uses hands-on activities to promote critical thinking about themes presented in the film **SINGLE USE PLANET.** Students and others are engaged through discussion questions, lesson plans, activities and extensions, and presented with a series of resources to more deeply explore the topic.

In **Lesson Plan One: My Part of the Plastics Problem**, which can be utilized as an individual assignment or done in the classroom environment, students track their own contribution to the plastics crisis, bringing a giant problem down to human scale.

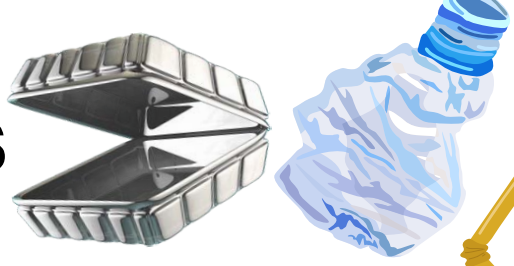
Individual actions to cut down on the use of single-use plastic are much needed, but so is the need for laws to reduce the over-production of these products in the first place. In **Lesson Plan Two: How A Bill Is Passed**, students learn how all bills—including those that would regulate the plastic industry—are made, passed or killed through interactive exercises. These activities can be used as modules individually, or sequenced to make a multi-step lesson plan.

In **Lesson Plan Three: Who Is Bankrolling My Reps?**, students research what industries are contributing money to politicians in their state and create a poster campaign to share the facts they find with their school community.

This guide can be used by middle, high school, and college educators to enhance and complement existing curricula and classroom study and/or to support students in developing youth-led campaigns. The lesson plans can be used to support and deepen content areas such as Science, Civics, Sociology, Psychology, and English Language Arts.

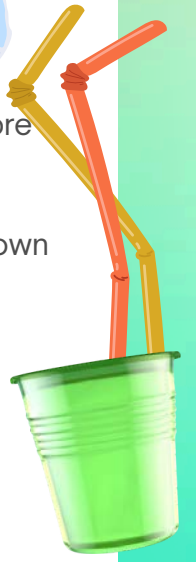
Multigenerational activists, educators and leaders can also use this guide as a resource in school-based clubs and organizations, after-school and social justice/youth development programs, and after screenings of the film *Single Use Planet.*

DISCUSSION QUESTIONS

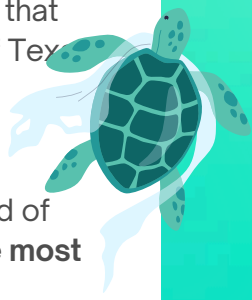


1. **What did you know already** about the impact of plastics on people and on the planet before watching SINGLE USE PLANET? **What did you learn? What surprised you?**

2. After watching the film, answer the following question posed by the documentary in your own words: **why does single use plastic production and waste continue to grow in the United States, even with so many efforts to reduce it?**



3. Consider the fact that 40% of all raw plastic made is for the manufacture of single-use, disposable products & packaging—shopping bags, food wrappers, beverage bottles, food containers, cutlery, straws, etc.. **How much plastic do you use in a day? Make a list. In what ways can you cut down on your own single use plastic consumption?** (see page 10).



4. In the film we learn about ways that plastic production harms human life. We also learn that there are vast gyres of floating plastic waste in the ocean that are larger than the state of Tex **In what ways does plastic affect living beings – humans and beyond?**

5. In the film we learn about "cancer alley" in Louisiana where petrochemical plants have contaminated the environment along the Mississippi River in a state where nearly one third of the citizens are descendants of enslaved people. **Who does plastic pollution impact the most and how do environmental justice issues tie into other oppressive systems?**

6. SINGLE USE PLANET makes mention of the vital uses of plastic versus disposable single- use products. What is the difference between the two? **How has plastic helped our society? Ho has it harmed?** In your opinion, is it possible to keep the benefits afforded by plastic while a protecting ourselves and the environment from the negative impacts?

7. While watching the film, the central debate around the building of new plastic plants hinges on two arguments: one about jobs and the economy, and one about health and the environment. Which side of the debate do you stand on and why? **Could there be other ways to create jobs besides making plastic?**

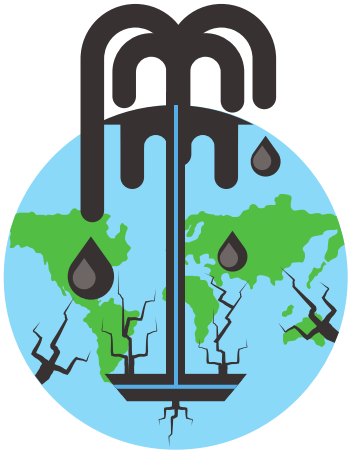
8. **Who makes the decision for a community?** After watching SINGLE USE PLASTIC, do you feel that the community should be involved in the process of determining whether a plastics plant should be built in their vicinity? What would that process look like?

9. Consider the role money plays in France vs. in the United States' electoral system and its effects on policy making. **Should industries be able to influence lawmakers by donating money to their election campaigns?** By paying for their television and radio ads? Why or why not?

10. From the information presented in SINGLE USE PLANET, **do you believe the Break Free from Plastic Pollution Act should be passed?** Why or why not?

THE LIFE CYCLE OF PLASTIC FACT SHEET

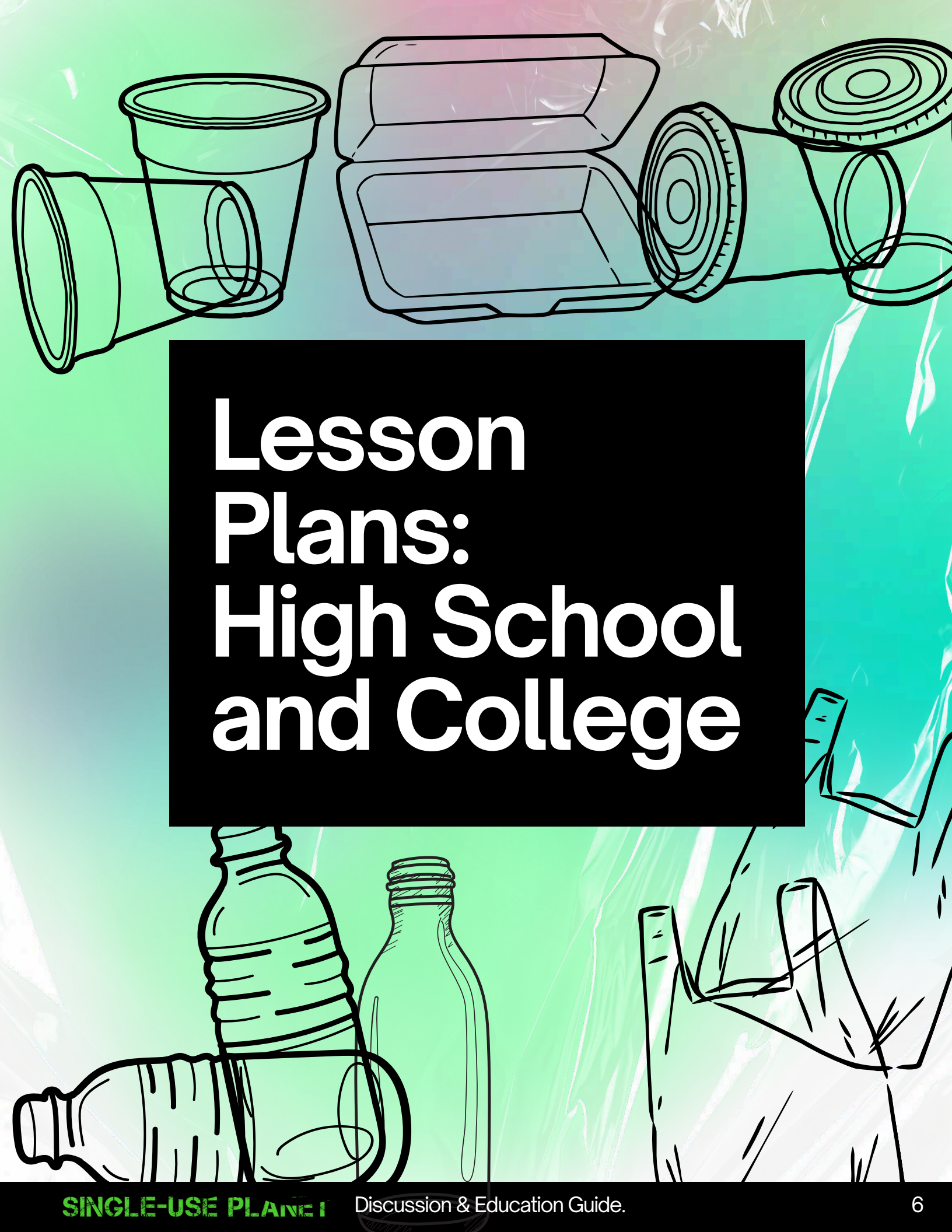
The full life cycle of plastic involves pollution at every step:



- Fracked natural gas is the main ingredient for making plastic in the U.S.
- Fracking is a process whereby toxic liquids are pumped down wells to fracture underground shale that releases natural gas.
- Toxic wastewater from fracking gets injected back down into the earth where it can leak into groundwater.

- Toxic sludge from drilling is taken to landfills where it can leak into surface water.
- In PA the fracking waste can also be radioactive due the uranium that exists in the rocky shale formation under Appalachia.
- The potent greenhouse gas methane escapes from well sites and abandoned wells into the atmosphere, greatly contributing to climate change.

- Methane traps more heat than other greenhouse gases.
- 70,000 gas wells exist in Pennsylvania alone, and thousands more are being drilled to supply the petrochemical production of plastic.
- Some of the toxic chemicals added to plastic food wrappers and containers are known to leach into the food we consume where they can disrupt the human endocrine system, leading to many different types of health problems including cancer, obesity and infertility.
- These chemicals are now commonly detected in nearly all people tested and in human breast milk.



Lesson Plans: High School and College

OVERVIEW OF LESSON PLANS: HIGH SCHOOL AND COLLEGE

Lesson Plan One: My Part of the Plastics Problem: In this activity, which can be utilized as an individual assignment or done in the classroom environment, students track their own contribution to the plastics crisis, bringing a giant problem down to human scale.

Lesson Plan Two: How A Bill Is Passed: In a three-part activity, beginning with a warm up, students learn how a bill is made and passed through interactive exercises. These activities can be used as modules individually, or sequenced to make a multi-step lesson plan.

In Lesson Plan Three: Who Is Bankrolling My Reps?, students research what industries are contributing money to politicians in their state and create a poster campaign to share the facts found with their school community.

The lesson plans align to the following Common Core Standards:

CCSS.ELA-LITERACY.SL.9-10.1.B: Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

CCSS.ELA-LITERACY.SL.9-10.1.C: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

CCSS.ELA-LITERACY.SL.9-10.1.D: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CCSS.ELA-LITERACY.SL.11-12.1.B: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.1.C: Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.SL.11-12.1.D: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

LESSON PLAN ONE

My Part of the Plastics Problem

Time: 20-30 minutes

Materials: The Life Cycle of Plastic Fact Sheet, My Plastic Use Tracker Worksheet, writing utensils

Context: In this activity, which can be utilized as an individual assignment or done in the classroom environment, students track their own contribution to the plastics crisis, bringing a giant problem down to human scale.

Warm Up: Think and Discuss

Review The Life Cycle of Plastic Fact Sheet included at the beginning of this guide.

- How much of this cycle were you aware of before watching the film?
- What is most troubling to you about the facts included?
- How much do you think you contribute to the problem personally?

STEP ONE

Introduce students to the activity, which can easily be done in pairs, groups or individually.

Now that we have examined the problem of single-use plastics on a large scale, how much do each of us contribute individually to the issue? How did we get to this big of a problem in our environment? And how can we begin to see how single-use plastics are involved in each of our individual lives and as a class community?

LESSON PLAN ONE:
MY PART OF THE PLASTICS PROBLEM

Using the My Plastic Use Tracker Worksheet, each student will use the columns provided to track the following:

- An estimated number of plastic items they use each week
- An estimated number of plastic items they use each year
- How many of those items end up recycled, in a landfill/the environment, and in the ocean

STEP TWO

After completing the worksheet, if engaging this activity as a group, compare and contrast answers. Take the opportunity to add up the total in each column for the class to discover the impact the whole group has on the issue of single use plastics.

STEP THREE - *Optional*

Take action by engaging with the other lesson plans and activity extensions offered in this guide.

MY PLASTIC USE TRACKER WORKSHEET

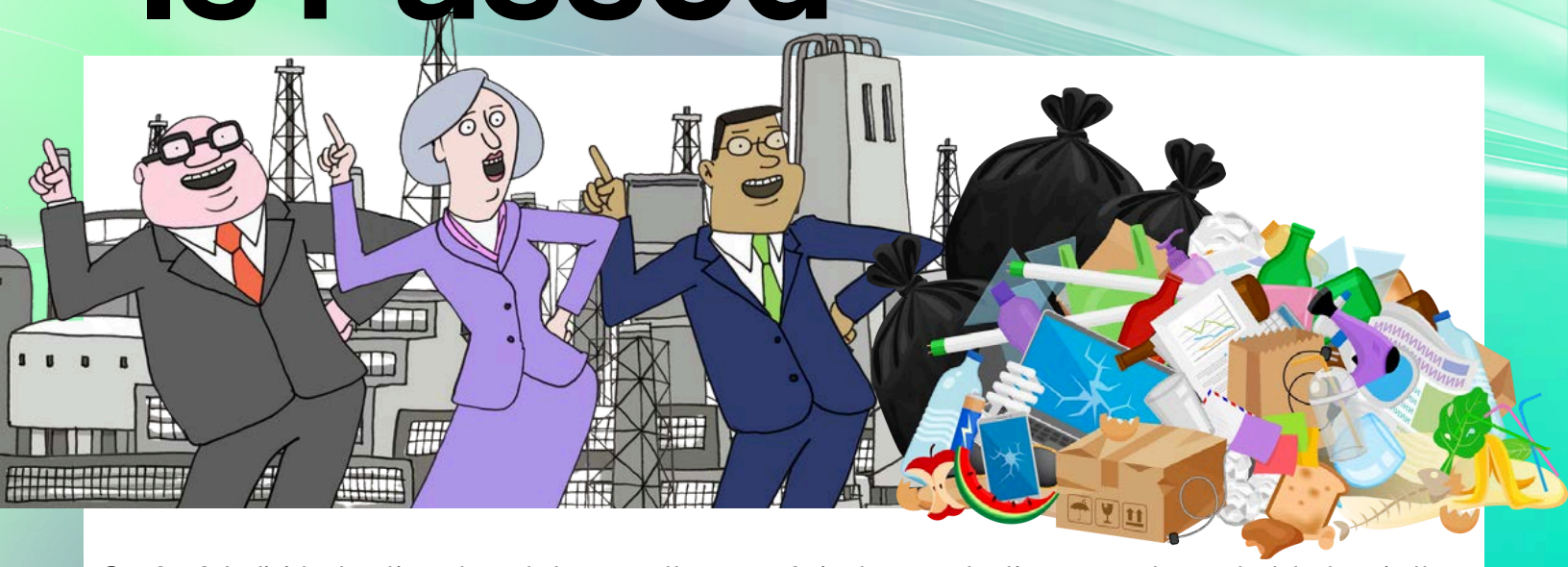
Plastic Item	How many do you use per week?	Yearly estimate: Multiply the # in the column to the left by 52 weeks in a year.	How much ends up in landfills or the environment? Calculate 72% of the column to the left.	How much gets recycled? Calculate 9% of your yearly estimate.	How much ends up in the ocean? Calculate 0.5% of your yearly estimate.
BOTTLES					
ZIPLOCK BAGS					
RAZOR					
TOOTHBRUSHES					
STRAWS					
PLASTIC FOOD PACKAGING					
PLASTIC CUTLERY					
COFFEE FILTERS					
PLASTIC GROCERY BAGS					
YOUR ITEM HERE					

Source for percentages:

- https://www.technologyreview.com/2023/10/12/1081129/plastic-recycling-climate-change-microplastics/#:~:text=Only%209%25%20of%20the%20plastic,enter%20the%20ocean%20each%20year.
- https://ourworldindata.org/plastic-pollution

LESSON PLAN TWO

How A Bill Is Passed



Context: Individual actions to cut down on the use of single-use plastic are much needed, but so is the need for laws to reduce the over-production of these products in the first place. In a three part activity, beginning with a warm up, students learn how all bills—including those that would regulate the plastic industry—are made, passed or killed through interactive exercises. These activities can be used as modules individually or sequenced to make a multi-step lesson plan.

Warm Up:

Time: 5-10 minutes
Materials: Film link

Watch the section of the film about House Bill 510: that appears at timecode 29:03-33:02 (about four minutes).

Activity One: How Is A Bill Made?

Time: 20-30 minutes
Materials: How A Bill Is Made Cards (printed double-sized and cut out)

In this activity students use a guided process to learn how a bill is made.

STEP ONE

Cut up and distribute at random the 8 cards (be sure to print double-sided) that detail how a bill is made. Instruct the students to not turn the cards over, looking only at the step (ie: “The bill is drafted.”)

LESSON PLAN TWO: HOW A BILL IS PASSED

STEP TWO

Invite the 8 students who hold the cards to line up according to the order in which they believe the bill is made based solely on the step itself. Once in the order they've determined, invite the other students to rearrange until a consensus is reached.

STEP THREE

Once the line is settled into an order, the facilitator can reveal the correct order of the steps, and instruct the students to rearrange themselves as needed. On the back of each card is text explaining each step. Invite the students in line to turn their cards over and read the information out.

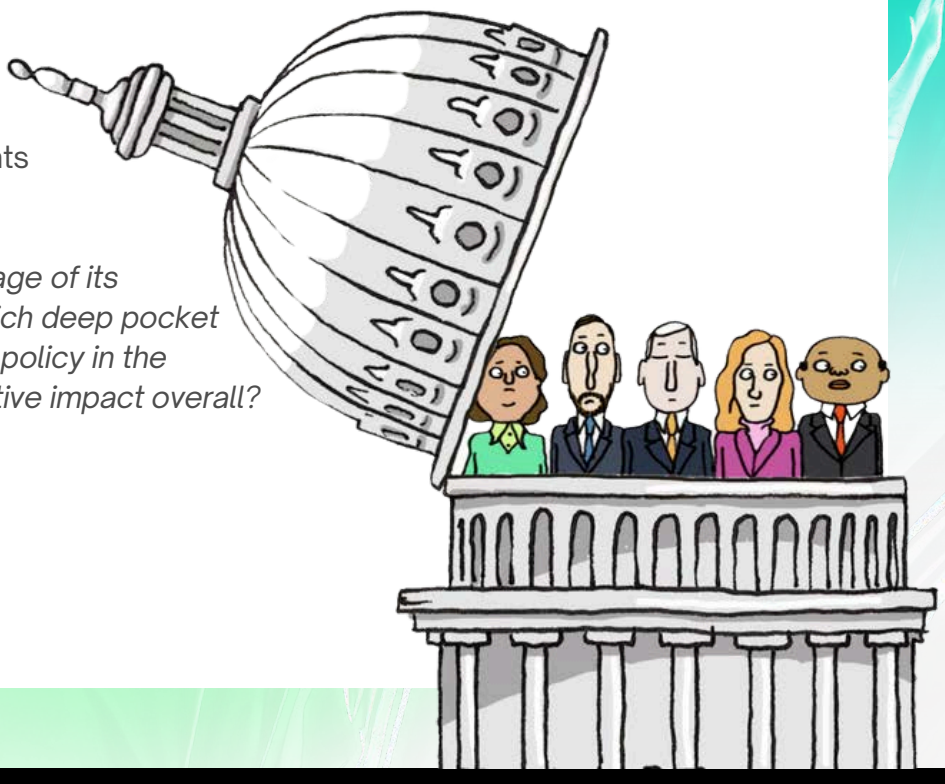
HOW A BILL IS MADE KEY

Step 1. The bill is drafted
Step 2. The bill is introduced
Step 3. The bill goes to committee
Step 4. Committee markup of the bill
Step 5. Voting by the full chamber on the bill
Step 6. Referral of the bill to the other chamber
Step 7. The bill goes to the president or governor

STEP FOUR

Pose the following question to students and hold a brief discussion:

With access to lawmakers at each stage of its development, does the degree to which deep pocket special interests can shape everyday policy in the United States have a positive or negative impact overall?



HOW A BILL IS MADE CARDS

**Adapted from The National Human Genome Research Institute*

THE BILL IS DRAFTED
Who's Idea Is It Anyway?

THE BILL IS DRAFTED
Who's Idea Is It Anyway?

Any member of Congress or a state assembly—either from the Senate, House or Representatives or statehouse—who has an idea for a law can draft a bill. These ideas can come from the legislators themselves or from lobbyists, or everyday citizens. In reality, the majority of bills that are considered by lawmakers originate from lobbyists representing "special interests" that include giant industries. The primary legislator supporting the bill is called the "sponsor". The other members who support the bill are called "co-sponsors".

HOW A BILL IS MADE CARDS

THE BILL IS INTRODUCED

THE BILL IS INTRODUCED

Once the bill is drafted, it must be introduced. At the federal level, if a Representative is the sponsor, the bill is introduced in the House. If a Senator is the sponsor, the bill is introduced in the Senate. Once a bill is introduced, it can be found on Congress.gov for federal legislation or https://legiscan.com for state bills.

THE BILL GOES TO COMMITTEE Who wants it passed-- and why?

THE BILL GOES TO COMMITTEE
Who wants it passed and why?

As soon as a bill is introduced, it is referred to a committee. At the federal level, both the House and Senate have various committees that focus on different topics such as health, environment, or the affairs of particular industries. When a bill is in the hands of the committee, it is carefully examined and its chances of passage by the entire legislature are determined. The committee may even choose to hold hearings to better understand the implications of the bill. Hearings allow the views of the executive branch, experts, lobbyists, supporters, and opponents of the legislation to be put on the record. If the committee does not act on a bill, or if the committee chairperson does not want the bill to go forward, the bill is considered to be "dead." Committee chairs wield considerable power to advance or block bills and for this reason they are among the top recipients of election campaign money from “special interests,” such as the giant industries involved with the production of plastic.

COMMITTEE MARKUP OF THE BILL Changes To Benefit the Majority of Citizens Or Special Interests?

COMMITTEE MARKUP OF THE BILL
Changes To Benefit the Majority of Citizens
Or Special Interests?

Subcommittees are organized under committees and have further specialization on a certain topic. Often, committees refer bills to a subcommittee for study and their own hearings. The subcommittee may make changes to the bill and must vote to refer a bill back to the full committee.

VOTING BY THE FULL CHAMBER ON THE BILL With or Without Changes to Benefit Whom?

VOTING BY THE FULL CHAMBER ON THE BILL With or Without Changes to Benefit Whom?

Once the bill reaches the floor, there is additional debate and members of the full chambers vote to approve any amendments that are often being advocated by the same lobbying groups that funnel political campaign contributions to individual legislators. The bill is then passed or defeated by the members voting.

REFERRAL OF THE BILL TO THE OTHER CHAMBER
To Live or Die in the Senate

REFERRAL OF THE BILL TO THE OTHER CHAMBER
To Live or Die in the Senate

When the House or Senate passes a bill, it is referred to the other chamber, where it usually follows the same route through committees and finally to the floor. This chamber may approve the bill as received, reject it, ignore it or change it--and here again legislators in certain leadership positions like Speaker of the House or a Senate majority leader can effectively kill a bill by simply not scheduling it for debate on the chamber floor. Legislators in these powerful positions are typically the very top recipients of election campaign money from special interests that want a bill passed, or not.

THE BILL GOES TO THE PRESIDENT OR GOVERNOR Will It Become Law or Not?

THE BILL GOES TO THE PRESIDENT OR GOVERNOR Will It Become Law or Not?

After both the House and Senate, or state legislature, have approved a bill in identical form, the bill is sent to the President or the state's Governor. He or she can then either sign the legislation, in which case it becomes law, or they can veto the bill, in which the bill is dead unless both houses vote in a supermajority of 2/3 support, in which case a veto can be overridden and the bill passed--this is extremely rare . It's worth noting that state Governors and the U.S. President also receive very large campaign contributions from industries having a stake in the bill's outcome.

LESSON PLAN TWO: HOW A BILL IS PASSED

Activity Two: Debate A Bill At the Federal Level—the U.S. Congress

Time: 30-60 minutes
Materials: The Break Free from Plastic Pollution Act Talking Points sheets
Context: In this activity, adapted from Kids in the House, students use a guided process to debate the Break Free from Plastic Pollution Act.

STEP ONE

Assign the following roles to students (delegating the roles in relationship to number of participants) and hand out The Break Free from Plastic Pollution Act Talking Points sheets for the class to review in their respective roles:

- Reading Clerk (proposed bill talking points)
- House Representatives that are in favor of the bill (arguments against talking points)
- House Representatives that are opposed to the bill (arguments against talking points)
- Senators that are in favor of the bill (arguments against talking points)
- Senators that are opposed to the bill (arguments against talking points)
- The President

STEP TWO: *House Debate*

Rearrange the room to allow for the House debate to commence. Invite the Reading Clerk to read the proposed bill talking points to the room, then open the floor for the members of the House of Representatives to debate and discuss whether the bill should be a law, and why or why not, using their talking points and their opinions. Once the debate is exhausted, hold a verbal vote on whether the bill should become a law.

STEP THREE*: Senate Debate*

Rearrange the room to allow for debate two to commence with the students assigned as Senators. Hold a verbal vote to decide if the bill should advance to the President.

STEP FOUR

If the bill is passed, the student representing the President either signs the bill into law or vetoes it. If the bill does not pass, or is stalled, use the opportunity to lead the class in a discussion about why the bill failed:

- Why did this bill not become a law?
- Did the fate of the bill benefit a special interest or the majority of citizens?
- How well were the arguments articulated?
- Could there be changes made to the law that would make it better?
- What unseen circumstances, pressures or situations might have affected the Representatives and Senators in their opinions, if this were a real scenario and not in the classroom?

THE BREAK FREE FROM PLASTIC POLLUTION ACT TALKING POINTS: THE PROPOSED BILL SEEKS TO

- Phase out unnecessary plastic products
- Limit exports of plastic waste to other countries
- Make producers responsible for plastic waste
- Put a moratorium on new plastics facilities
- Reduce pollution that is created by making plastics
- Redesign packaging to reduce the need for plastic, and where plastic is needed, which translates to harmful toxins being removed
- Mandate that all plastic made must truly be recyclable

THE BREAK FREE FROM PLASTIC POLLUTION ACT TALKING POINTS

ARGUMENTS IN FAVOR OF THE BILL:

- The chemical recycling process is not a viable solution
- Part of growing debate on a global scale
- .026 percent of current plastic waste is handled by this recycling technology with major ramifications
- The plastics industry is proposing 150 recycling plants, would only account for 5%
- With 500,000,000 tons of plastic used each year, the number of facilities needed is unrealistic--you'd need one on every block
- Plastics can create diseases caused by hormone-disrupting chemicals that leach from plastic bottles and food packaging.
- The equivalent of one credit card's weight of plastic is consumed each week on average by a human being.

THE BREAK FREE FROM PLASTIC POLLUTION ACT TALKING POINTS

ARGUMENTS AGAINST THE BILL:

If the bill passes, it will:

- Risk nearly 900,000 jobs
  - “Any innovation like chemical recycling has to start somewhere” – all things need to start small to scale.
  - Put nearly 400 billion dollars of economic activity risk

- Be seen as a punishment tool to change behaviors of industry and consumers

Other options instead of bill:

- Instead, used plastic should be broken down to raw materials in order to make new plastic — a process the industry calls “chemical recycling.”

Arguments for plastics:

- Plastic is vital to society

- Increased threat to the industry: environmental advocates are going to try to stop the manufacturing of plastic altogether

LESSON PLAN THREE

Who's Bankrolling My Reps?

Time: 60 minutes
Materials: Access to the Internet, a way to capture notes, poster board and markers
Context: In this lesson, students research what industries are contributing money to politicians in their state and create a poster campaign to share who is bankrolling their representatives.

STEP ONE

Pose the following questions to students: What is keeping the government from acting on all the facts regarding the environmental and human collateral damage from plastic production? Allow for a brief discussion that can be guided after some discussion to the final answer: money in politics.

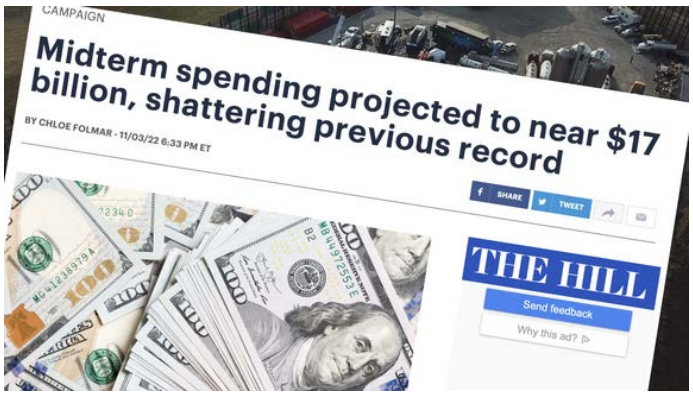
STEP TWO

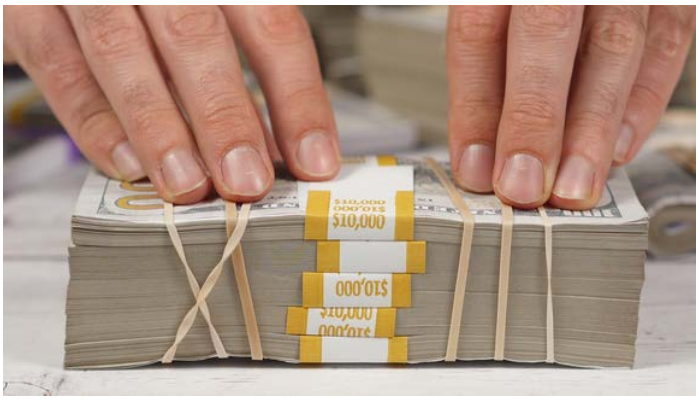
Share the following statement below, reiterating knowledge learned in SINGLE USE PLANET about how politicians in the U.S. campaign for money and the resulting impact on plastic production, human health and the environment:

Countries other than the U.S. have been able to significantly reduce plastic pollution by banning many types of single-use plastic without hurting their economy. One example is France, where industries and companies are not allowed to contribute campaign money to influence members of their Parliament–where a pan on single-use plastics was enacted.

Invite students to discuss their thoughts on this. Which approach is better? Do they think money influencing policy is acceptable or ethical? Is it a form of legalized bribery? In your opinion, do we have a government that fully succeeds at being for the people, of the people, by the people?

LESSON PLAN THREE: WHO'S BANKROLLING MY REPS?





STEP THREE

Read aloud the text on the following page from OpenSecrets.org to frame the prompt.

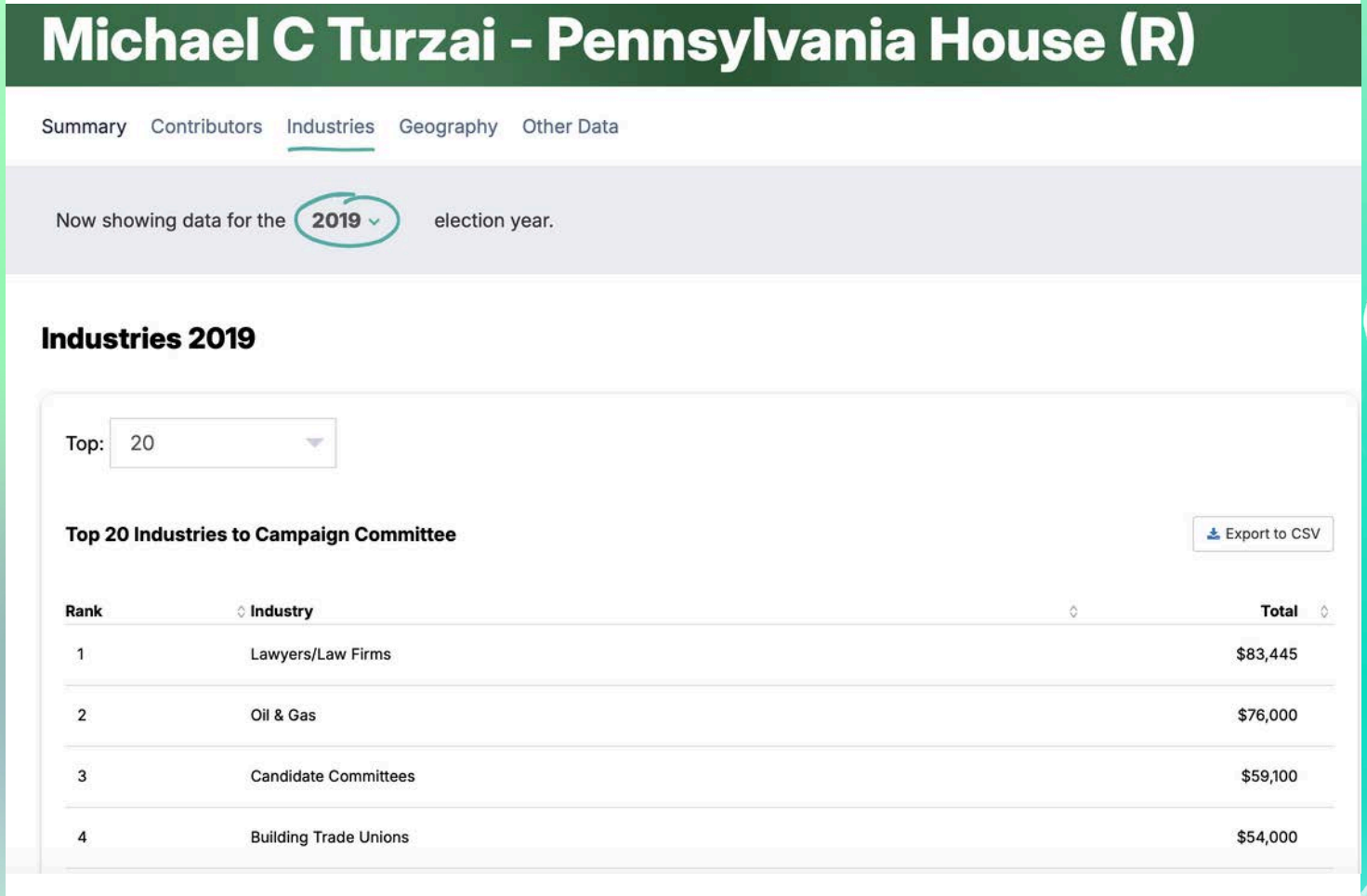
Politicians need votes to win elections but they also need money. While an individual's vote carries an expectation that the candidate will look out for constituents' interests, a campaign contribution may carry an expectation that the money will be repaid in the form of favorable legislation, less stringent regulations, political appointments, government contracts or tax credits, to name a few forms of payback. So where is all this money coming from? Who's giving it? Who's getting it?

Direct students to Google the name of their local legislator followed by the words TOP CONTRIBUTORS. Google will list sources for the information—the most accurate is the non-partisan database provided by Open Secrets.org with data drawn from the Federal Election Commission. If students need to find who their representatives are at the federal and state level, Common Cause has a quick look-up.

At the top of the OpenSecrets webpage for any individual politician (state-level or federal) students can click on Contributors or Industries, and select an election year.

Invite students to research the industries and companies that have contributed big amounts of campaign money to the politician and make notes. For example, information for Pennsylvania State Representative Mike Turzai shows that the oil & gas industries have been among his top contributors across several elections (see next page).

Data for Pennsylvania State Rep Mike Turzai shows the oil & gas industry to be among his top contributors across several election years (these industries produce the main ingredient for making plastic). Visit this link to see the full online list of industries and contributors that have given large amounts of money to his election campaigns.



Michael C Turzai - Pennsylvania House (R)

Summary Contributors Industries Geography Other Data

Now showing data for the 2019 election year.

Industries 2019

Top: 20

Top 20 Industries to Campaign Committee

Export to CSV

Rank	Industry	Total
1	Lawyers/Law Firms	$83,445
2	Oil & Gas	$76,000
3	Candidate Committees	$59,100
4	Building Trade Unions	$54,000

STEP FOUR

Invite students to share their findings aloud and open a discussion about the various funding streams they are discovering and how that might impact the decisions the politician makes.

OPTIONAL EXTENSION: Who's Bankrolling Your Representative?

Take it further by creating a poster campaign informing the student body at their learning institution about who is funding the politicians in their state and district and how this impacts politicians' decision making. Resources for making a protest poster can be found on the SF MoMa website.

LESSON PLAN EXTENSIONS AND ACTIVITIES

RESEARCH PROJECTS

- Further the research on opensecrets.org and task students with writing an essay using the information found on their candidates and representatives to articulate their views on possible industry influence on the candidate.

- Task students with writing an argumentative essay with researched evidence on whether they believe The Break Free from Plastic Pollution Act should be passed or not.

GROUP PROJECTS

- Look for products in the market that are made of glass or paper, or are otherwise reusable and can be adopted to cut down on the use of plastic. Present a Powerpoint to share out with the larger group.

- Research civic organizations made up of regular citizens that are working to advance legislation on plastics production. Using the resource list provided in this guide, invite students to compare and contrast of the platforms and what they offer.

GROUP FIELD TRIP

- Take a trip to a local park, street or beach to pick up pieces of plastic. Audit the plastics to make a comparative list: which companies are contributing most to this problem in our neighborhood?

- Survey the larger school community, or any public area, to ask peers and local citizens about their plastic use and what they know about single-use plastic. Take it further by distributing the fact sheet found in this guide.

ART PROJECTS

- Plastic takes centuries to break down. Create a time capsule for people in the future that shows a sampling of the plastics being used in the current year with a note about the plastics problem.

- Look at Alejandro Duran's work, who creates sculptures from discarded plastic and analyze his artist statement and photos. Then, pick up discarded plastic in the neighborhood and create your own small art piece from what you find. Take it further by writing your own artist statement that addresses the problem of single-use plastic waste.

FURTHER RESOURCES

ORGANIZATIONS

- **Food and Water Watch** fights for safe food, clean water, and a livable climate for all of us, from banning fracking, to shutting down factory farms, to making sure communities across the country have access to clean water.

- **The Last Beach Clean Up** volunteers lead catalytic initiatives to move from awareness on plastic pollution to widescale action and achievement, and collaborate with diverse stakeholders who share the goal of ending plastic pollution: local and national governments, nongovernmental organizations (NGOs), socially responsible investors (SRIs), individuals and others.

- **5 Gyres:** With direct links between the plastic crisis and the climate crisis, 5 Gyres platforms plastic pollution globally must be a major environmental priority through scientific research to drive upstream solutions on the plastic crisis and the climate crisis through education, advocacy, and community building.

- **Breathe Project** is a clearinghouse for information on air quality in Pittsburgh, Southwestern Pennsylvania and beyond. We use the best available science and technology to better understand the quality of the air we breathe and provide opportunities for citizens to engage and take action.

- **FracTracker Alliance** supports groups across the United States, addressing pressing extraction-related concerns with a lens toward health effects and exposure risks on communities from oil and gas development through provocative data, ground-breaking analyses, maps, and other visual tools for education.

- **Ohio River Valley Institute** is an independent, nonprofit research and communications center—a think tank—founded in 2020 that equips the region's residents and decision-makers with the policy research and practical tools they need to advance long-term solutions to some of Appalachia's most significant challenges.

- **Inclusive Louisiana** is a faith-based grassroots community advocate organization with deep dedication to protecting the residents of St. James Parish and neighboring parishes from environmental harm caused by industrial pollution.

- **Louisiana Environmental Action Network (LEAN)** is a community based not-for-profit that uses education, empowerment, advocacy, and support to provide the necessary tools and services to individuals and communities facing environmental problems that often threaten their health, safety and quality of life.

FURTHER RESOURCES

WEBSITES FOR THE TWO MAIN PLASTIC INDUSTRY ADVOCACY GROUPS

- **American Chemistry Council** (ACC) represents more than 190 companies engaged in the business of chemistry—an innovative, economic growth engine that is helping to solve the biggest challenges facing our country and the world. Our members are the leading companies engaged in all aspects of the business of chemistry, from the largest corporations to the smallest, and everything in between. They are the people and companies creating the groundbreaking products that are improving the world all around us by making it healthier, safer, more sustainable and more productive.

- **Plastics Industry Association** The Plastics Industry Association (PLASTICS) is a purpose-driven organization that supports the entire plastics supply chain.

BOOKS

Plastic Ocean: How a Sea Captain's Chance Discovery Launched a Determined Quest to Save the Oceans by Charles Moore

In Plastic Ocean, Moore recounts his ominous findings and unveils the secret life of plastics. From milk jugs and abandoned fishing gear to polymer molecules small enough to penetrate human skin and be unknowingly inhaled, plastic is now suspected of contributing to a host of ailments, including infertility, autism, thyroid dysfunction, and certain cancers.

Thicker Than Water: The Quest for Solutions to the Plastic Crisis, by Erica Cirino

In Thicker Than Water: The Quest for Solutions to the Plastic Crisis, journalist Erica Cirino brings readers on a globe-hopping journey to meet the scientists and activists telling the real story of the plastic crisis. From the deck of a plastic-hunting sailboat with a disabled engine, to the labs doing cutting-edge research on microplastics and the chemicals we ingest, Cirino paints a full picture of how plastic pollution is threatening wildlife and human health. Thicker Than Water reveals that the plastic crisis is also a tale of environmental injustice, as poorer nations take in a larger share of the world's trash, and manufacturing chemicals threaten predominantly Black and low-income communities.

Plastics by Imario Walker-Franklin and Jenna Jambeck

A deep exploration of the entire life of plastic things--plastics production and use, plastic waste generation and management, the environmental and societal impacts of plastics in our environment, and the policies that can help reduce pollution caused by our heavy use of plastics.

FURTHER RESOURCES

BOOKS

Countdown: How Our Modern World Is Threatening Sperm Counts, Altering Male and Female Reproductive Development, and Imperilling the Future of the Human Race
by Shanna H. Swan

In the tradition of *Silent Spring* and *The Sixth Extinction,* an urgent, "disturbing, empowering, and essential" (*Kirkus Reviews*, starred review) book about the ways in which chemicals in the modern environment are changing—and endangering—human sexuality and fertility on the grandest scale, from renowned epidemiologist Shanna Swan.

FILMS IN ADDITION TO *SINGLE-USE PLANET*

The Story of Plastic

The Story of Plastic presents a cohesive timeline of how we got to our current global plastic pollution crisis and how the oil and gas industry has successfully manipulated the narrative around it. This film introduces audiences to the heroes and the villains behind one of the world's most pressing environmental issues, from the extraction of fossil fuels to plastic disposal and the global resistance fighting back.

We're All Plastic People Now

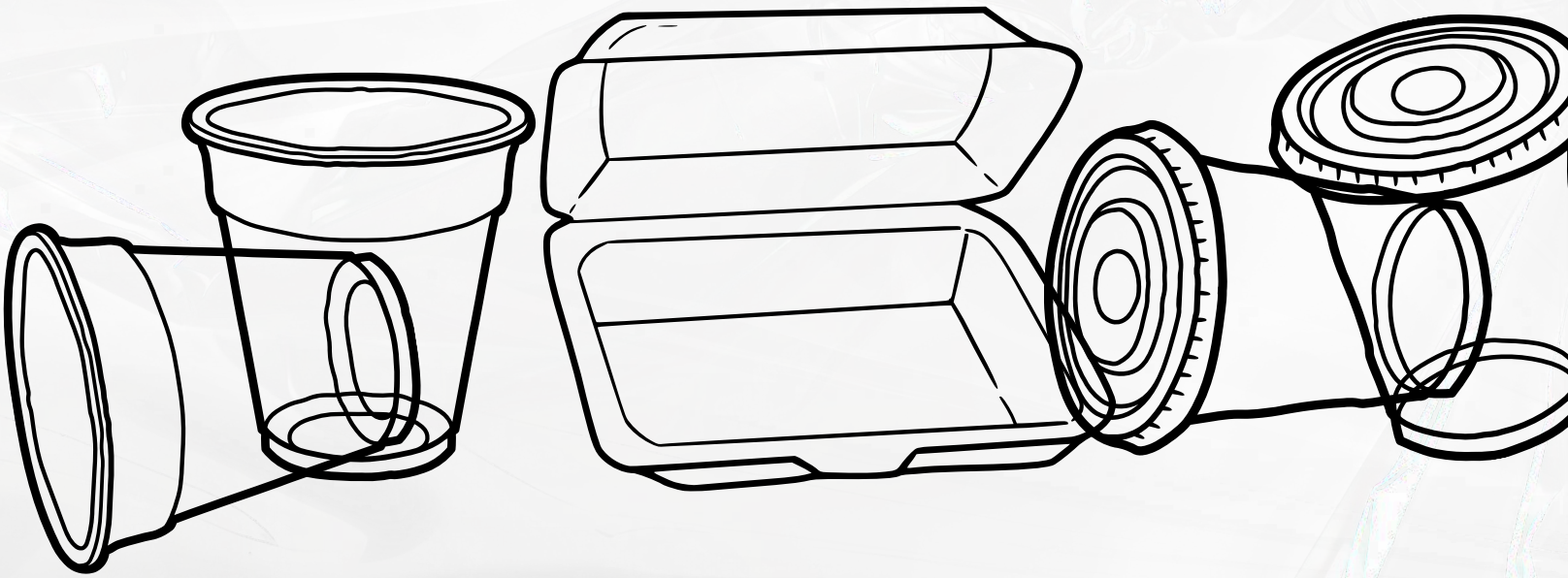
It's in the air. It's in the water. In an era of throw-away ease, plastic has cost us our well-being. It's been found inside our bodies, our colons, our brains, in breast milk and developing wombs. Now, it's even in our hearts. This groundbreaking film, for the first time ever, tests the producer's blood and four generations of family members for chemicals derived from plastic. The results are alarming.

They Keep Quiet So We Make Noise

The smell of burnt plastic creeps across the town every night entering the homes of residents, stirring them awake. Ride along with two activists from the Environmental Protection Agency of Kuala Langat, Malaysia, in search of illegal plastics recycling facilities, to expose and prevent the illegal importation of plastic waste.

Addicted to Plastic

Addicted to Plastic reveals the history and worldwide scope of plastics pollution, investigates its toxicity and explores solutions. From styrofoam cups to artificial organs, plastics are perhaps the most ubiquitous and versatile material ever invented. No invention in the past 100 years has had more influence and presence than synthetics. But but at what cost?



https://www.singleuseplanetmovie.org