

SDG14 Future of the Ocean

MM1: Introduction to Ocean Literacy



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Research and Development

Lesson 10: Ocean Reflections

Subject Areas: CSPE, Climate Action and Sustainability, Geography, Science, SPHE

Lesson Title and Summary: Ocean Reflection

In this lesson, learners will reflect on what they have learnt during the module. Learners will consider our place as ocean citizens, ocean optimism, observation and evaluation.

Using the World Café method to support large group discussion, learners will discuss and reflect on the future of the ocean and their own role as ocean stewards.

Vocabulary: Ocean Literacy, Optimism, Reflect, Solutions-Based Thinking

In this lesson, the learner will:

- increase their ocean literacy
- increase their understanding of ocean health & human health interconnectedness
- contribute to discussion
- record information
- actively listen
- reflect and share perspectives
- understand we all can make a difference - individual efforts when put together can make a big change

Materials

- Teacher's Guide: Facilitating a World Café
- Poster paper (1 piece of paper per table, per round)
- Markers (1-2 per group)
- Tape/Blue-tac
- Tables and chairs or other props to set up a speaking space

3 GOOD HEALTH AND WELL-BEING



11 SUSTAINABLE CITIES AND COMMUNITIES



13 CLIMATE ACTION



17 PARTNERSHIPS FOR THE GOALS



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Activity Instructions

Before the lesson:

- Set up the space how you wish. Refer to *Teacher's Guide Facilitating a World Café* for suggested ideas.
- Decide how many groups you will facilitate. Ideally, there are no more than 5 learners per group.
- There will be 3 rounds of conversation. Write each round's question at the top of each piece of paper per group and put them face down in each group's area, in the order that you want them used. Each group will have 3 pieces of poster paper. Assign 1-2 markers per group.

Activity 1: Preparing for World Café (5 mins)

1. Divide learners into small groups (no more than 5 per group).
2. Invite them to sit at one of the pre-prepared spaces, where they will find paper and markers.
3. Ask each group to assign a recorder (someone who will write down the ideas that are shared). The rest of the group can either be speakers or listeners (or both), but whichever role they choose, they must be active in it.

Activity 2: World Café (30 mins)

1. Begin the first round of the Café by asking the recorder in each group to turn over the first piece of poster paper. Give learners 8 minutes to discuss the question, the recorder writing and/or drawing key ideas down.
2. Begin the second round by either;
 - Asking the recorder to turn over the second piece of paper
 - Asking all learners to move to a new table (with the exception of the recorders). The recorder can then turn over the second piece of paper with their new group. Ideally the learners moving will not stay together as a group, they will individually go to different tables, where possible.
3. Repeat steps for the third round.

Activity 3: The Harvest (15 mins)

1. Ask the recorders to pin the poster paper from each round to the wall.
2. Give learners time to walk around and read the reflections of other members of the class.
3. Ask each learner to share two interesting things they learnt from the other reflections.

REFLECTIVE EXERCISE: 3-2-1 (10 mins)

- Three things they feel they have learnt from the tasks
- Two things they found most interesting and would like to explore more
- One opinion they have about the activities, what did they like or how they would improve them

Use Post-its or a Mentimeter survey - [mentimeter.com](https://www.mentimeter.com) to gather reflections

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EXTENSION / REDUCTION ACTIVITIES

Reduction: For a shorter class, take the questions devised for this World Café (see Support Sheet) and ask learners to reflect individually in writing, or use as group discussion prompts.

Extension: For a longer class, allocate writing time after Activity 3 for learners to reflect on the two interesting things they found after reading their peers' reflections.

MEDIA BOX: (materials, online video links, extra resources, case studies etc)

Video: How to Run a World Café [4:52 mins] <https://www.youtube.com/watch?v=Tfpyu84pg6k>

Video: How to Facilitate a World Café [3:07 mins)
<https://www.youtube.com/watch?v=blmYMj88b20>

Website: World Café Method <http://theworldcafe.com/>

Website: World Café Hosting Kit <http://theworldcafe.com/tools-store/hosting-tool-kit/>

Official World Cafe History <https://theworldcafe.com/key-concepts-resources/world-cafe-method/>

Using World Cafe for Pubic Participation <https://involve.org.uk/resources/>

Offers support on key uses and approaches for using the World Cafe method to facilitate participation on key issues

Local Trip / Expertise / Additional Work and Assessments

Invite a local member of the community or other teachers in to facilitate the Café. After the Harvest, set learners a project around the following question

‘How can our responses to the questions be shared amongst our school community in order to increase awareness on the future of the ocean?’

Use MM7 Media Communications modules to support learners to develop a media output that links to their world cafe or the .



A World Café™ is a facilitation / social innovation tool that promotes a series of conversations around a question or issue. It was developed in 1995 ([Brown and Isaacs](#)) and is a simple, flexible and effective way to host large group dialogue. You can find out more at theworldcafe.com

Before running a World Café session with your class, here are some tips to get you started based on the :

Create a space

Ideally, you want the space to feel inviting for students to share their ideas in. When they are comfortable, they will be more creative. You could set up the tables to look like a restaurant, with tablecloths and flowers, or you could set up cushion spaces on the floor.

Encourage everyone to contribute

Some people like to contribute by speaking, others by recording and others by listening. Encourage students to contribute in the ways that they feel most comfortable, but remind them that whatever they choose must be active!

Groupings

Each table or space should have no more than 5 students.

Materials

For each table or space, you should prepare the following for the session:

- One piece of poster (or A3) paper per round (e.g. 3 pieces for 3 rounds)
- Write each question at the top of each paper and put them face down on the table, in the order you want them used
- 1-2 markers for the recorder
- Blue-tac or tape for putting the papers on the wall for the Harvest

Find out more about the World Café method at: <http://www.theworldcafe.com/>





As a teacher you can decide, based on your learners and your timetable, how you wish to undertake your World Café

Below are some question ideas you could use in your World Café rounds to reflect on the Introduction to Ocean Literacy module.

- How has your perception of the ocean changed after learning more about its importance to Earth's ecosystem?
- Consider the ways in which humans are interconnected with the ocean. How do our actions on land affect the health and well-being of the ocean, and vice versa?
- What responsibilities do humans have in protecting the ocean for future generations?
- Imagine a future where the ocean is thriving and healthy. What steps can society take to make this vision a reality, and what role can you play in that process?
- How can increasing awareness and understanding of the ocean's role in the Earth's ecosystem lead to more responsible and sustainable practices?
- How do you think plastic pollution affects marine life and ecosystems, and what can be done to address this issue?

