

# Muinín Catalyst STEAM Education for Sustainable Development and Futures Literacy

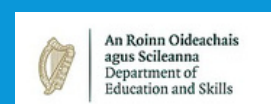
## SDG14 The Future Of The Ocean



### Programme Phase 1: Research and Development

#### MM1: Introduction to Ocean Literacy

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



# SDG14 Future of the Ocean

## Micro-Module 1: Introduction to Ocean Literacy



### Micro-Module 1: Introduction to Ocean Literacy

Research and Development

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

### Micro-module Summary: Introduction to Ocean Literacy

The ocean is the blue heart of planet Earth and what allows us to survive on this planet. Having a better understanding of how important the ocean is in our daily lives helps us as humans to understand how we need to take better care of it. The micro-module can be delivered as a whole programme, in combination with the Problem to Pitch Marine Plastic Waste module or as individual lesson plans to augment existing programmes of study.

### In this micro-module, the learner will:

- understand there is one ocean that has many features
- understand the interconnectedness between humans and the ocean.
- recognise the reciprocal impact of human actions on the ocean and vice versa.
- demonstrate awareness of the importance of ocean literacy for environmental stewardship.
- recognise different sources of pollution, with a focus on plastic pollution.
- understand how pollution reaches the ocean, its origins, and the impacts on marine life.

### Materials

- 10 Lesson plans
- Worksheets
- Supporting Resources
- Teacher's Guides
- Internet Access required

3 GOOD HEALTH  
AND WELL-BEING



11 SUSTAINABLE CITIES  
AND COMMUNITIES



13 CLIMATE  
ACTION



17 PARTNERSHIPS  
FOR THE GOALS





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## Micro-module 1: Introduction to Ocean Literacy



### SDG14 Introduction to Ocean Literacy

#### Lesson 1: How Ocean Literate Am I?

Understanding our connection with the ocean is vital to create strong links and passion for environmental stewardship. This lesson aims to increase the awareness of the ocean's impact on us, and our impact on the ocean.

Resources include: Worksheet: Ocean Literacy Quiz; Worksheet: 'Sea change – Increasing Ocean Literacy

#### Lesson 2: Ocean Connection

In this lesson, learners are encouraged to use observation skills to understand the interconnections between the land and ocean interface and human and ocean interface and further understand our influence on the ocean.

Resources include: Worksheet: Connecting to the ocean, Worksheet: Guided Observation, Worksheet: The Blue Mind- Ocean Connection

#### Lesson 3: Interconnectedness: Ocean and Climate

In this lesson, learners will gain an awareness of the connectedness of the ocean and climate and begin to sort their knowledge on the topic, engaging in rapid research.

Resources include: Worksheet: Ocean and Climate

#### Lesson 4: Interconnectedness: Marine Food Web

In this lesson, learners build on their understanding of the interconnections between humans, the land and the ocean by developing knowledge of marine food webs.

Resources include: Supporting Resource: Marine Food Web image

#### Lesson 5: Introduction to Ocean Pollution

In this lesson, learners begin to understand how our actions can influence ocean health and cause pollution.

Resources include: Supporting Resource: Reflections

#### Lesson 6: Introduction to Local Coastal Pollution 1

In this lesson, learners will further develop their awareness of the impact of pollution on the ocean and take action to help restore ocean health locally.

Resources include: Supporting Resource: Observation Cards

#### Lesson 7: Local Coastal Pollution 2

In this lesson, learners will develop observational skills including data gathering and analysis

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## Micro-module 1: Introduction to Ocean Literacy



### SDG14 Introduction to Ocean Literacy

around collected waste or open-source data online.

Resources include: Worksheet: Beach clean review & analysis

#### Lesson 8: Ocean Communication

In this lesson, learners will learn to begin to understand how video can be used as an effective tool to raise awareness on ocean issues.

Resources include: Worksheet: How do we raise awareness?, Worksheet: Raising awareness- video analysis

#### Lesson 9: Promoting Positive Action

This lesson aims to show learners the direct consequence that a simple negative action can have on the ocean and the life that exists in it, and the positive action that can be taken to support the health of the ocean.

Resources include: Worksheet: Preparing for action & scenarios, Supporting Resource: Scenario cards

#### Lesson 10: 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 solution-based thinking and creative thinking, learners can commit to helping the ocean and pledge to help ocean health.

Resources include: Teacher's Guide: Facilitating a World Café

**Module development and expertise: Original Module Development: Lucy Hunt Founder [Sea Synergy Marine Awareness, Research and Activity Centre](#)**

**2024 Module Redevelopment: Rebecca White, Learning Programme Developer, The Ocean Race Curriculum UCD Earth Institute, [Future Focus21c](#)**

#### Using the Resources:

If you wish to use these resources, we can offer an induction and online support throughout the module to help you plan integration into your projects and timetable. To register for this option, please contact us e:[hello@futurefocus21c.com](mailto:hello@futurefocus21c.com)

For more information on the resources please visit [www.muinincatalyst.com](http://www.muinincatalyst.com)

#### Setting up an online learning environment for the lessons on this module:

Our lessons integrate the use of virtual learning environments. To ensure seamless use of our lessons, a module should be setup on your school's virtual learning environment such as Teams,

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## Micro-module 1: Introduction to Ocean Literacy



### SDG14 Introduction to Ocean Literacy

Google Classroom, etc. Learners are encouraged to upload documents to share with their peers. You can also use Google Sites or Microsoft Sway to encourage learners to present their work over the year - this can easily be set up to reflect the aims of TY and provide a showcase for their work as well

#### Setting up a Canva Education account:

As our lessons integrate design, our lessons also refer to Canva. Educators and schools are able to open a free Canva for Education account by registering here: <https://www.canva.com/education/>

Canva for Education provides primary and secondary school teachers and students with premium features and templates. You can then also set up lessons and invite your learners to the class.

#### References:

Department of the Environment, Climate and Communications (2024, 2021) Design Requirements for Ireland's National Single Use Plastic Policy Available at: <https://www.gov.ie/en/publication/ef24a-single-use-plastics/#design-requirements> Accessed 21.03.24

Foras na Mara Marine Institute (2020) Cullen Fellow co-creates a food web model for the Irish Sea Available at <https://www.marine.ie/site-area/news-events/news/cullen-fellow-co-creates-food-web-model-irish-sea> Accessed 24.04.24

Inland Coastal and Coastal Marina Systems Living Seawalls <https://inlandandcoastal.com/what-we-make/living-seawalls> Accessed: 05.03.24

World Economic Forum, (2019) Plastic Packaging Problem: 5 Innovative Ideas for <https://www.weforum.org/agenda/2019/10/plastic-packaging-environment-design-loop/>

#### Websites and Tools

Clean Coasts (2024) Available at: <https://cleancoasts.org/> Accessed: 05.03.24

ESA Climate Office (2024) Observing the Climate Available at: <https://climate.esa.int/en/> Accessed 21.03.24

ESA (2024) Albedo Game (melting sea ice) Available at: <https://climate.esa.int/en/educate/climate-for-the-public/albedo-game/> Accessed 21.03.24

Irish Ocean Literacy Network (2024) The Ocean Literacy Principles Available at: <https://irishoceanliteracy.ie/ocean-literacy-resources/> Accessed: 05.03.24

Involve (2024) Resources, World Cafe Available at: <https://involve.org.uk/resources/> Accessed 04.05.24



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## Micro-module 1: Introduction to Ocean Literacy



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Open Litter Map (2024) <https://openlittermap.com/> Accessed 25.04.24

Repak Ireland (2024) Reimagine Plastic to Green Our World Available at: <https://repak.ie/> Accessed: 05.03.24

The World Café Hosting Tool Kit Available at: <http://theworldcafe.com/tools-store/hosting-tool-kit/> Accessed: 05.03.24

The World Cafe (2024) World Café Method Available at: <https://theworldcafe.com/key-concepts-resources/world-cafe-method/> Accessed 04.05.24

The World Café (2024) Shaping our Future Through Conversations that Matter Available at: <http://theworldcafe.com/> Accessed: 05.03.24

### Videos

Ash, S. (2022) How to Run a World Café Available at: <https://www.youtube.com/watch?v=Tfpyu84pg6k> Accessed 05.03.24

BBC (2012) Earth How the Ocean Impacts the Global Weather | Planet Earth Earth Available at [https://youtu.be/Vf7\\_cVflyZ0?si=2srDpHhYhH76-qL2](https://youtu.be/Vf7_cVflyZ0?si=2srDpHhYhH76-qL2) Accessed 21.03.24

BuzzFeed (2018) I Want You To Stop Recycling Available at: <https://youtu.be/-Yp1KKWpPpU?si=CfQ9Zyiol58KOJ3b> Accessed: 05.03.24

Cabinology (2017) Blue Mind Why the Ocean is Good For You Available at: <https://youtu.be/0dgNVSV1qow?si=kYbEEDeWyGI22aAa> Accessed: 05.03.24

Dorion, D. (2015) Ducks Overboard! Available at: <https://www.youtube.com/watch?v=fjxLIMF2Fq0> Accessed: 05.03.24

Dobken, E. (2015) The epic journey of the plastic ducks Available at: <https://www.youtube.com/watch?v=AvchIWftt80&feature=youtu.be> Accessed: 05.03.24

European Space Agency (2022) Oceans and climate Available at <https://www.youtube.com/watch?v=zO2153cJORI> Accessed 21.03.24

Fair Seas speaks with diver Michael O'Donnell about Marine Protected Areas in Ireland Available at: <https://youtu.be/9a8jXHNNk0A?si=GGh88jokayFW3HGu> Accessed: 05.03.24

Fair Seas (2023) Greater Skellig Coast Hope Spot on RTÉ News Available at: [https://youtu.be/TqIF3K\\_Lalk?si=WtSuR8fTqbS5q2DF](https://youtu.be/TqIF3K_Lalk?si=WtSuR8fTqbS5q2DF) Accessed 05.03.24

# SDG14 Future of the Ocean

## Micro-module 1: Introduction to Ocean Literacy



### References:

FOB Documentaries (2024) The Ocean Connection Official Trailer Honnavara Olive Ridley Sea Turtle Available at: [https://youtu.be/n4DzQPL4D8I?si=9d94AcPR4v\\_dAZH0](https://youtu.be/n4DzQPL4D8I?si=9d94AcPR4v_dAZH0) Accessed: 05.03.24

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Sams, E. (2019) Plastic Available at: <https://youtu.be/77xQiiG-Cq4> Accessed 05.03.24

Sea Change Project (2017) Increasing Ocean Literacy Available at: <https://youtu.be/SmM-H3b5dhw?si=Gcnqbeadz2aKucDj> Accessed: 05.03.24

Surfers Against Sewage (2021) Thank you, Sea Available at: <https://www.youtube.com/watch?v=cOmSPOeaOwQ> Accessed 05.03.2024

Rogers, T. (2019) UNSW Sydney Marine Long Chain Food Webs Available at: <https://www.youtube.com/watch?v=pDsn1MtN-dY> Accessed 05.03.24

The Ocean Race Learning (2023) On Course: Ocean Literacy Available at: [https://youtu.be/o3irtD\\_0UfU?si=7xOJT3rJlzuDPxiD](https://youtu.be/o3irtD_0UfU?si=7xOJT3rJlzuDPxiD) Accessed 05.03.24

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## MM1: L1WS OCEAN LITERACY QUIZ

14 LIFE BELOW WATER



**Activity 1: With a partner, complete the quiz questions. Use your own knowledge to answer as many questions as you can.**

**1. How much of planet Earth is covered by the ocean?**

- a. 99% b. 71% c. 49% d. 19%

**2. Does the ocean ....?**

- a. give us oxygen b. control the weather c. drive the water cycle d. all of the above

**3. How much oxygen does the ocean provide?**

- a. 20% b. over 50% c. 100% d. none

**4. Can the ocean contribute to your health & wellbeing?**

- a. yes b. no

**5. What is the largest animal in the world?**

- a. Blue whale b. Great White Shark c. African elephant d. Tyrannosaurus

**6. Is there a connection between your favourite ice cream and the ocean?**

- a. yes b. no

**7. What is Sustainable Development Goal 14 about?**

- a. fish b. humans c. conserving the ocean environment d. all of the above

**8. How many people worldwide rely on fish as their main source of protein?**

- a. 4.3 billion b. 8 million c. 7 billion d. 1 million

## MM1: L1WS OCEAN LITERACY QUIZ

14 LIFE BELOW WATER



9. How many people in Ireland are directly and indirectly employed by sea fisheries?

- a. 1500 b. 100,000 c. 8200 d. 5000

10. True or False. Over 50% of Irish population live by the coast.

- a. true b. false





## Activity 3

**An ocean literate person is someone who...**

- understands the importance of the ocean to all species
- can communicate about the ocean in a meaningful way
- is able to make informed and responsible decisions regarding the ocean and its resources

**Watch the video and answer the following questions.**

'[Sea Change: Increasing Ocean Literacy](https://youtu.be/SmM-H3b5dhw)' <https://youtu.be/SmM-H3b5dhw> si=X7E9jMPTUtgT0TyH

**1. Why does breathing connect you to the ocean?**

---

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---

**2. List the three things we can source from the ocean.**

---

---

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**3. What role does the ocean play in our climate?**

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**4. What type of activities connect us to the ocean?**

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**5. How do we impact the ocean?**

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How ocean literate do you feel you are?

1 - not at all ocean literate

2 - reasonably ocean literate

3 - very ocean literate

**?**

**Why do you think this?**  
Give three reasons for this.

1.

2.

3.



## Activity 1

In small groups, discuss the following questions. Nominate one person in the group to be the notetaker, who will record the main ideas of the discussion.

1. How is the ocean important to me? What is my personal connection to the ocean?
2. How is the ocean important to my community? My country? The world?
3. What is the best way to communicate the importance of the ocean to people our age?
4. What decisions can I make today to be a better steward for our ocean?

1

2

3

4

Nominate one person in the group to be the spokesperson. They will share the main ideas that the notetaker recorded during the discussion.



## Activity 2

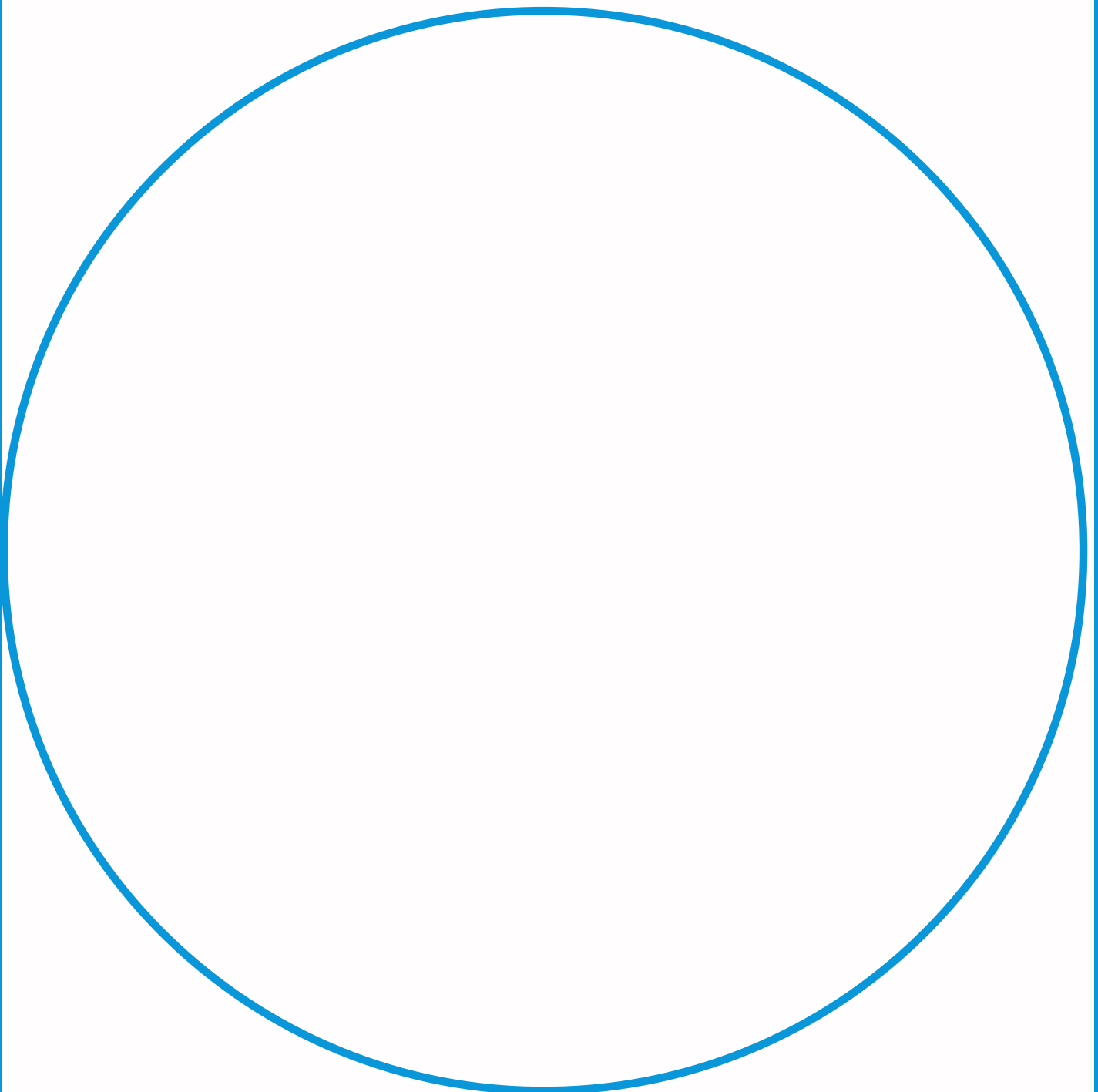
Observation 1: what can you hear, smell, feel?

Observation 2: middle of the circle: what do you observe right next to you?

Observation 3: around the middle of the circle: what do you observe 5m around you?

Observation 4: at the next stage of the circle: what do you observe 20m around you?

Observation 5: at the outer part of their circle: what do you observe all around you, including the sky and land?







### Discuss the following questions with a partner:

- What are your experiences with the ocean?
- Describe a memory you have with the ocean in it.
- Would you say you feel connected to the ocean? Why/why not?

### How can we connect to the ocean?

1. Brainstorm with your partner how people who live far from the ocean could feel connected to it.
2. Select 2-3 ideas from your list. These ideas are the ones you are going to present to the class as ways of connecting to the ocean, even when you don't live near it.
3. Make notes on these key areas: xx, xx, xx. You can use the internet to help build your ideas.

### Presenting ideas

1. Take it in turns to present your ideas on connecting to the ocean to the class.
2. While you are listening to the other pairs present, think of one question to ask them.
3. In between presentations, ask your questions.



### Activity 1

Watch [Ocean and Climate](https://youtu.be/zO2153cJORI?si=2QUxDyhxzEQQYx0I) and answer the following questions.

<https://youtu.be/zO2153cJORI?si=2QUxDyhxzEQQYx0I>

What does 'the ocean is a heat store' mean?

What role do ocean currents play in heat distribution?

What influence does heat distribution have on the planet (both positive and negative)?

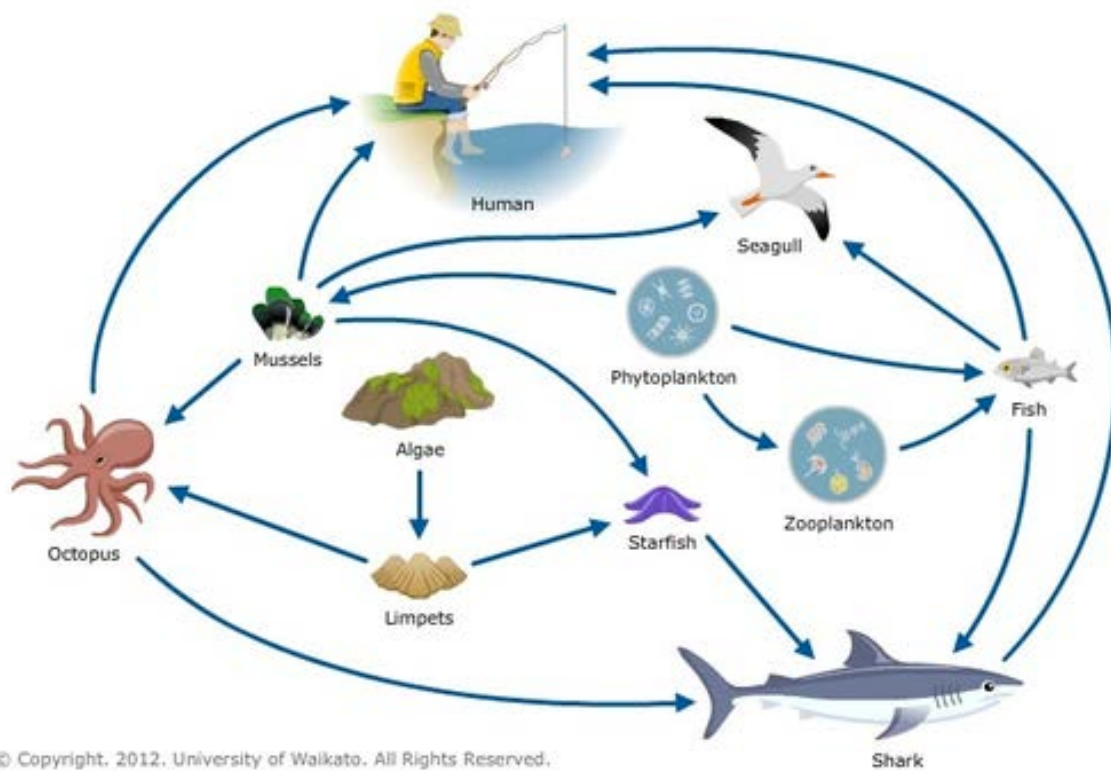
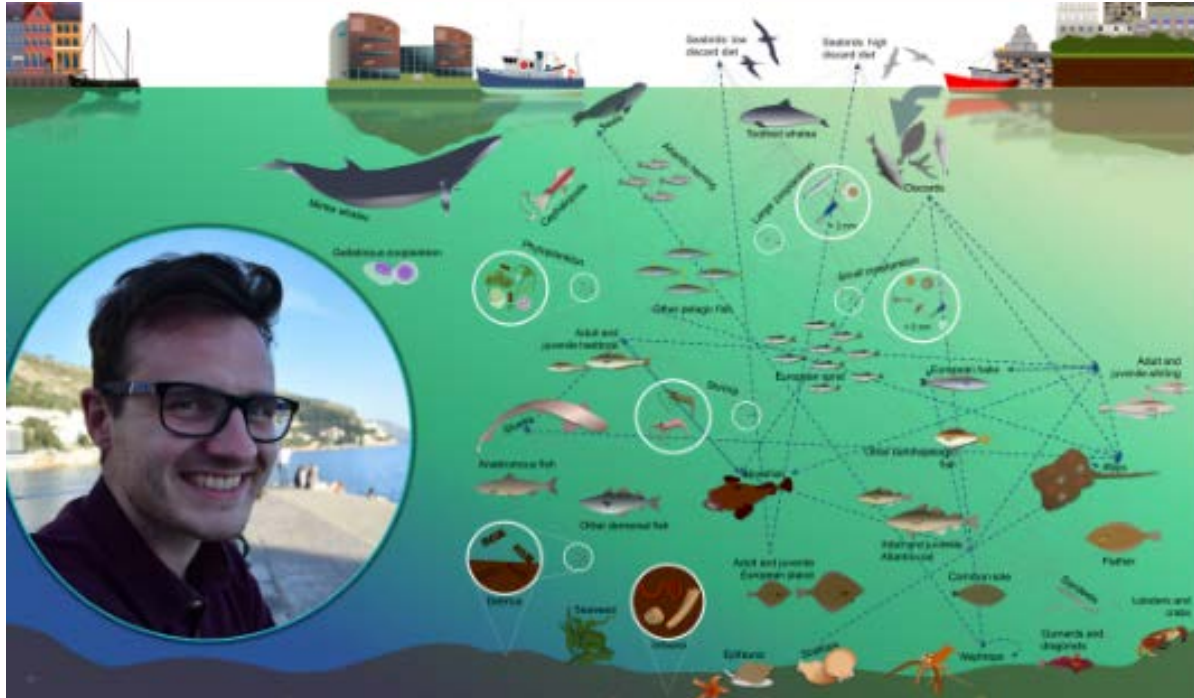
What is a carbon sink and what are the positive and negative effects on the planet?

What role does 'cold, salty, dense' water play in regulating climate? What effects do we see?

# MM1: L1WS MARINE FOOD WEB



<https://www.marine.ie/site-area/news-events/news/cullen-fellow-co-creates-food-web-model-irish-sea>



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# MM1: L6WS OBSERVATION CARDS



Name of beach/shoreline: \_\_\_\_\_

Date of clean: \_\_\_\_\_

## ITEMS COLLECTED

**Tick categories and write number of items collected.**

### Shoreline Litter & Recreational Activities

- |   |   |
|---|---|
| <input type="checkbox"/> Plastic bags _____     | <input type="checkbox"/> Wrappers _____         |
| <input type="checkbox"/> Paper bags _____       | <input type="checkbox"/> Bottle caps/lids _____ |
| <input type="checkbox"/> Plastic bottles _____  | <input type="checkbox"/> Cigarette butts _____  |
| <input type="checkbox"/> Glass bottles _____    | <input type="checkbox"/> Cardboard _____        |
| <input type="checkbox"/> Nappies _____          | <input type="checkbox"/> Newspaper _____        |
| <input type="checkbox"/> Sanitary items _____   | <input type="checkbox"/> Condoms _____          |
| <input type="checkbox"/> Plastic utensils _____ | <input type="checkbox"/> Straws _____           |
| <input type="checkbox"/> Wipes _____            | <input type="checkbox"/> Clothing _____         |

Other:

- |                                |                                |
|--------------------------------|--------------------------------|
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |

### Marine Litter

- |   |   |
|---|---|
| <input type="checkbox"/> Buoys/Floats _____ | <input type="checkbox"/> Pallets/wood _____ |
| <input type="checkbox"/> Fishing line _____ | <input type="checkbox"/> String _____       |
| <input type="checkbox"/> Net _____          | <input type="checkbox"/> Containers _____   |

# MM1: L6WS OBSERVATION CARDS



Other:

<input type="checkbox"/> _____	_____	<input type="checkbox"/> _____	_____
<input type="checkbox"/> _____	_____	<input type="checkbox"/> _____	_____
<input type="checkbox"/> _____	_____	<input type="checkbox"/> _____	_____

Dumping

<input type="checkbox"/> Building Materials _____	<input type="checkbox"/> Household appliances _____
<input type="checkbox"/> Batteries _____	<input type="checkbox"/> Other _____
<input type="checkbox"/> Car parts _____	<input type="checkbox"/> Other _____

## MM1: L6WS EXAMINING OPEN SOURCE DATA



Coastal pollution poses a significant threat to marine ecosystems worldwide. It includes pollutants such as plastic debris, chemical runoff, and oil spills, which harm marine life and degrade coastal habitats.

**Let's see what type of pollution has been found around our local coastlines.**

### Selecting a location

1. Go to <https://openlittermap.com/global>
2. Use the zoom in tool to locate Ireland.
3. Select a coastline closest to where you live.
4. Click on one of the coloured, numbered circles. Continue clicking until you have zoomed in to the location and it shows smaller circles.

Where have you selected? \_\_\_\_\_

### Pollution records

What type of rubbish has been recorded at this location?

\_\_\_\_\_

1. Repeat the exercise around the coastline you selected, to get a better idea of the type and volume of pollution found there.

Describe the pollution found along your selected coastline, based on what has been recorded on the Open Litter Map.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Compare your description with a partner.

What was similar? \_\_\_\_\_

What was different? \_\_\_\_\_

### What is happening in other places?

Select a coastline in another country.

Where have you selected? \_\_\_\_\_

What type of rubbish has been recorded at this location?

\_\_\_\_\_

### Discuss:

What can you say about coastal pollution in Ireland and other places in the world?





## Activity 1 Beach Clean Review

1. Find a partner.
2. Using your observation cards from the beach clean, compare what was found.
3. Discuss the following questions:
  - Did you find similar items during the clean? What was the most common item?
  - How many recyclable items were found? Non-recyclable?
  - What was the strangest item you found? How do you think it ended up on the beach?
  - Do you think these items would be found on most beaches in the local area? Why/why not?

## Activity 2: Analysing local coastal pollution

1. Form groups of 2-3.
2. Sort rubbish into the containers- 'Recyclable', 'Non-Recyclable', 'Organic', 'Other/Unknown'.
3. For the items that were put in the 'Other/Unknown' container, discuss why you selected that category.

How much does each container weigh?

Recyclable: \_\_\_\_\_ Non-Recyclable: \_\_\_\_\_

Organic: \_\_\_\_\_ Other/Unknown: \_\_\_\_\_

Circle the heaviest category.

What is the total weight of the four categories? \_\_\_\_\_

Is this more or less than you expected? Why?

Calculate what percent is non-recyclable, recyclable, organic and other/unknown by dividing the weight of each by the total weight then multiplying by 100.

*Example: 5kg of recyclable items / 20kg total = 0.25, 0.25 x 100 = 25% of the trash collected is recyclable.*

Discuss the results and implications

- What is the highest percentage? What could be the reasons for this?
- Are the recyclable items truly recyclable? Why/why not?
- What surprises you about the analysis of trash?
- What impact might this trash have had on the animals and the environment?
- What ways can we prevent this trash from reaching the beach?

## MM1: L8WS HOW DO WE RAISE AWARENESS?



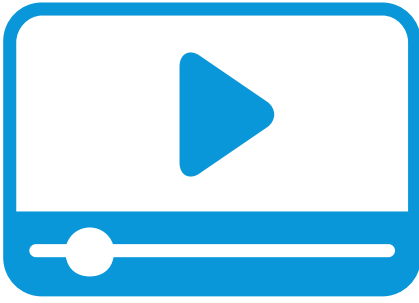
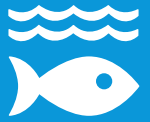
### Activity 1

1. Individual work: use the prompts below, take two minutes to list your own ideas.

- Why is it important to be aware of issues affecting the planet?
- How does technology help in raising awareness of an issue?
- What types of things are important in creating emotional connections and empathy when you are trying to raise awareness of an issue?
- What do you think the main ocean issues are that people need to be aware of?
- What does awareness lead to?

2. Share ideas with a partner.

3. Share ideas as a whole class.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**1**

Watch the following videos.

- Video 1: The Majestic Plastic Bag - A Mockumentary [3:59 mins]  
<https://www.youtube.com/watch?v=GLgh9h2ePYw>
- Video 2: Thank you Sea [4:21 mins]  
<https://www.youtube.com/watch?v=cOmSPOeaOwQ>

**2**

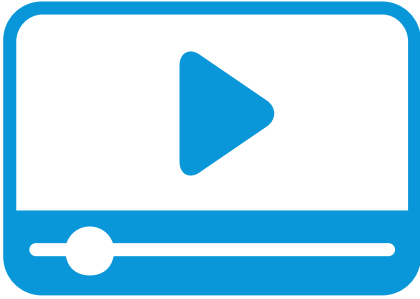
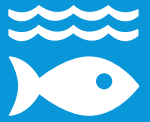
What is the main issue and message of each video?

Video 1.

Video 2.

**3**

Who's involved, e.g. are there characters telling a story? Did they also make the video? Do you think there is a target audience? Does it have more than one target audience, if yes who are they?



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**4**

What did you like or find anything interesting about the videos? If you didn't, you can also say what you didn't like or didn't find interesting. Think about the style of the video and the content.

Video 1.

Video 2.

**5**

Did you find them inspiring in any way? Why / why not?

Video 1.

Video 2.

**6**

Can you find other examples of effective awareness videos?



## Activity 2

### Task 3

Think about your answers to the following questions, based on the analysis you have just completed. Record your ideas.

- Which video do you feel was most effective in awareness-raising about an ocean issue? Why?
- Did you find any examples of other videos that were effective in awareness-raising about an ocean issue?
- How does the use of video increase the effectiveness of awareness-raising, and what advantages does it offer over other communication tools?
- Why is it important to raise awareness of ocean issues? What can this lead to?
- In what ways could these types of videos be used in the local community to raise awareness of specific issues facing our coast?

Nominate one person in the group to be the spokesperson. They will share the main ideas that the notetaker recorded during the discussion.



### Activity 1

Discuss the following prompts:

- Globally, the ocean is important because...
- Our local coastline is vital to the community because...
- In our country, the ocean is important because...
- Local positive action towards the ocean is needed because...

### Activity 2

When you have your scenario partner, look at your cards and discuss:

- What is happening in each of your scenarios?
- How can you connect the two scenarios together? Why are they a match?
- How is the match between the scenarios negative?
- Is this something you could see happening locally? Why/why not?
- What are some positive actions that can be taken to prevent what you see in the scenarios?

MM1: L9WS SCENARIOS CARDS









