

SDG14 Future of the Ocean

MM1: Introduction to Ocean Literacy



MM1: Introduction to Ocean Literacy

Research and Development

Lesson 9: Promoting Positive Action

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

Lesson Title and Summary: Promoting Positive Action

It is staggering to think about how our actions impact the ocean everyday. 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.

Vocabulary: Consequence, Influence, Positive Action, Scenario

In this lesson, the learner will:

- activate their prior knowledge about ocean connection and importance
- connect human actions to negative effects on the ocean and its ecosystem
- develop an awareness of how our actions are connected to the ocean and its ecosystem
- develop inquiry and critical-thinking skills to brainstorm positive action to affect change
- work as part of a small and larger group
- reflect on ideas, thoughts and opinions and give constructive feedback

Materials

- Worksheet: Preparing for action & scenarios
- Teacher's Guide
- Supporting Resource: Scenario Cards
- Poster paper
- Markers
- Tape/Blue Tac

3 GOOD HEALTH AND WELL-BEING



11 SUSTAINABLE CITIES AND COMMUNITIES



13 CLIMATE ACTION



17 PARTNERSHIPS FOR THE GOALS



MM1: Introduction to Ocean Literacy

L9: Promoting Positive Action



Activity Instructions

Activity 1: Preparing for action (10 mins)

1. In pairs, ask learners to 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: Scenarios (15 mins)

1. Divide the class into two groups- A & B.
2. Give each member of Group A a scenario card (marked 'A') and each member of Group B a scenario card (marked 'B').
3. Learners need to find their partner from the opposite group by matching up their scenario cards. See Teacher's Guide.
4. When partners have been correctly formed, prompt the following:
 - What is happening in each of their scenarios?
 - How can they 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?
5. Put partners together with another group to form 4. Summarise scenarios to each other and share positive action suggestions.

Activity 3 Positive Actions: Idea Board (25 mins)

Poster paper will need to be pre-prepared with headings. See Teacher's Guide.

1. Line a classroom wall with the pre-prepared poster paper.
2. Ask learners to share their positive actions by adding them to the poster paper.
3. Summarise the ideas and ask learners to identify the actions they see happening in their local communities. Add any new ideas generated to the paper.

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

MM1: Introduction to Ocean Literacy

L9: Promoting Positive Action



EXTENSION / REDUCTION ACTIVITIES

Reduction: For a shorter class, complete Activity 1 & 2 only, lengthening the time of Activity 2. Complete Activity 3 in the following lesson or set it up as an out-of-class digital activity they can contribute to.

Extension: For a longer class, identify 5 actions from the Ideas Board in Activity 3 that they are going to work on promoting in their school community. Build this out as an ongoing project.

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

Video: How We Can Keep Plastics Out of Our Ocean | National Geographic [3:10 mins] <https://youtu.be/HQTUWK7CM-Y?si=yvS2bIVP4y5DuPu3>

Video: Fair Seas, Greater Skellig Coast Hope Spot on RTÉ News [1:30 mins] https://youtu.be/TqIF3K_Lalk?si=WtSuR8fTqbS5q2DF

Video: The Ocean Race On Course: Ocean Literacy [9:05 mins] https://youtu.be/o3irtD_0UfU?si=7xOJT3rJlzuDPxiD

Video: Blue Mind | Wallace J. Nichols (Author of Blue Mind, United States) [12:04 mins] https://youtu.be/RowtrDtoNDo?si=_UIXmqw9FhpP79k0

Website: Living Seawalls <https://inlandandcoastal.com/what-we-make/living-seawalls>

Local Trip / Expertise / Additional Work and Assessments

Invite local organisations like Tidy Towns or a Business Alliance to help support the Ideas Board (Activity 3) with local knowledge. Ask each pair to identify 1-2 positive actions from the Board that they want to research.

- what is happening in their local community around that positive action?
- what is happening around the country and the world in relation to that positive action?
- what are youth doing?

Use MM7 Media Communications modules to support the output of their research.



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?

Activity 2 Scenarios

Print and cut out the scenario cards. Use the most appropriate cards for the group you are working with. If you have more than 28 learners, duplicate some of the images. Divide the cards into A & B using the answer key below.

A	B
Dolphin caught in fishing net	Super trawler fishing
Microbeads in prawn	Person using face wash with microbeads
Drink can holders caught on turtle	Person using plastic bag to buy vegetables
Fishing hook caught in bird's beak	Fisherman with line caught under boat
Hermit crab using a bottle top as a home	Rubbish overflowing on beach
Bird carcass with litter inside	Cigarette butts on the beach indicating litter on shoreline where birds eat and also in the sea
Dolphin with propeller cuts	Boat propellers



Activity 2 Scenarios

Print and cut out the scenario cards. Use the most appropriate cards for the group you are working with. If you have more than 28 learners, duplicate some of the images. Divide the cards into A & B using the answer key below.

A	B
Dolphin caught in fishing net	Super trawler fishing
Whale carcass and plastic rubbish found inside it	Rubbish being thrown overboard from a ship offshore
Sea lion caught in fishing rope	Rope from pier
Can with fish inside	Beach party fire and leftover rubbish
Dolphin with propeller cuts	Boat propellers
Anchor on Reef	Tourist Boat with People Snorkelling
Prochlorococcus marine cyanobacteria	Lungs
Family Watching TV	Cargo Ship



Positive Actions:

Learners will come up with a variety of actions, here are some suggestions:

- Try to only eat locally-sourced seafood that is caught sustainably (by local small fishing vessels, hand-line caught or catch it yourself).
- Face wash that ends up down the drain, goes out to rivers and eventually out to sea. Don't use products with microbeads in them. You can download the app 'Beat the Microbead', which allows you to scan the bar codes of products to check if they use microbeads in them.
- Try not to buy cans that are held together with holders. If this is not possible, tear or cut them so that nothing can get caught in them. Try and recycle them.
- Don't use plastic bags for groceries. Use paper or reusable bags.
- Always collect and clear any old and used fishing gear on board. Never throw it overboard.
- Avoid single-use plastics, recycle the plastic.
- Don't smoke. Don't litter by throwing cigarette butts or other plastic rubbish on the ground.
- Take three plastic rubbish items from the beach and bring them home.
- Do not throw litter overboard; report any litter being thrown overboard.
- Check fishing gear regularly to ensure no entanglements. Bring all fishing gear back to land after use so as not to enable 'ghost fishing'.
- Clean up after yourself and friends on the beach, especially after any beach parties.
- Enjoy viewing animals at a safe distance, put engine into standby when any whales or dolphins are in view and enjoy watching them.
- Create awareness of the importance of the ocean, keep the ocean healthy through environmental and ocean conservation efforts to help allow this phytoplankton to live well throughout the ocean to provide us with the vital oxygen that we need to survive.
- Shop locally.

Activity 3 Positive Actions: Ideas Board

Prepare the poster paper for learners to add their positive actions onto.

Label the poster paper with the following headings:

- Buying Habits
- Tourism
- Transport
- At Home
- Food
- Education
- Activities
- Other

Encourage learners to sort their positive action ideas under the following headings and contribute to the poster paper.



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

14 LIFE BELOW WATER













