



<h1 style="color: #f4a460; margin: 0;">Ocean Health</h1>	
<h2 style="margin: 0;">1</h2>	<h3 style="margin: 0;">Main objectives</h3> <ul style="list-style-type: none"> <li>-To gain an understanding of the ocean’s place in the ecosystem</li> <li>-To gain an understanding of their own place in the ecosystem</li> <li>-To develop a researched based and value based standpoint on sustainability</li> </ul>
<h2 style="margin: 0;">2</h2>	<h3 style="margin: 0;">Vocabulary – Keywords</h3> <p>Equator, pressure, evaporation, precipitation, habitat, biodiversity, water quality</p>
<h2 style="margin: 0;">3</h2>	<h3 style="margin: 0;">Sustainability skills developed</h3> <p>Systemic thinking</p> <p>Self-awareness</p> <p>Anticipatory</p> <p>Problem solving</p> <p>Normative competence</p> <p>Collaboration</p>
<h2 style="margin: 0;">4</h2>	<h3 style="margin: 0;">Pillars of sustainability included</h3> <p><b>Ecological:</b> Understanding the importance of Ocean health</p> <p><b>Social :</b>Know how human actions affect the sustainability of the planet.</p>
<h2 style="margin: 0;">5</h2>	<h3 style="margin: 0;">STEAM domains</h3> <p><b>Science, Technology, Math</b></p>





<b>6</b>	<h2 style="margin: 0;">Methodology</h2> <p>The teacher assigns a documentary.</p> <p>The teacher activates prior knowledge by starting a discussion about the ocean. She asks: “What kind of weather do we have today?”</p> <p>The children respond and the teacher explains that the weather is directly connected to the ocean. Here she can use visuals from the classroom or the following.  <a href="https://climatekids.nasa.gov/ocean/">https://climatekids.nasa.gov/ocean/</a></p> <p>The teacher reinforces knowledge by building a model.  <a href="https://kidslab4sustainability.eu/simulation-of-evaporation-and-rain-in-an-aquarium/">https://kidslab4sustainability.eu/simulation-of-evaporation-and-rain-in-an-aquarium/</a></p> <p>The teacher guides and supports a discussion around the importance of ocean health and how people can protect it.. She or he models developing a researched point of view regarding ocean health. This can be regarding sustainable fishing, coastal conservation, etc but it must be something that is relatable to the children’s everyday lives.</p> <p>With older children, the teacher explains what a conservation activist is for example the sea shepherds <a href="https://www.youtube.com/user/seashepherd">https://www.youtube.com/user/seashepherd</a></p>
<b>7</b>	<h2 style="margin: 0;">Expected learning outcomes</h2> <p>The child will be able to:</p> <ul style="list-style-type: none"> <li>Develop their standpoint on sustainability issues</li> <li>Understand the effect of human actions on the planet.</li> <li>Build a model</li> </ul>
<b>8</b>	<h2 style="margin: 0;">Assessment</h2>





	<p>The teacher assesses learning through attuned interactions, play episodes and reviewing footage gathered by the documentarian.</p>
<p><b>9</b></p>	<p><b>Equipment and materials to be used in the learning unit (eg: tools, ingredients, etc.)</b></p> <p>Camera, choice of writing tools,</p> <ul style="list-style-type: none"> <li>• Artist's clay or plastic mountain model</li> <li>• Lamp</li> <li>• Bowl of boiling water</li> <li>• Crushed ice</li> <li>• Large aquarium or plastic shoe boxes with covers</li> </ul>
<p><b>10</b></p>	<p><b>Environment type: laboratory, kitchen, outdoor</b></p> <p>Classroom and garden</p>
<p><b>11</b></p>	<p>References – sources:</p> <p><a href="https://www.naturalbeachliving.com/water-pollution-activities/">https://www.naturalbeachliving.com/water-pollution-activities/</a>  <a href="https://blog.education.nationalgeographic.org/2013/11/23/why-children-need-to-care-about-the-ocean/#:~:text=By%20understanding%20how%20everything%20is,fish%2C%20but%20for%20them%20too.">https://blog.education.nationalgeographic.org/2013/11/23/why-children-need-to-care-about-the-ocean/#:~:text=By%20understanding%20how%20everything%20is,fish%2C%20but%20for%20them%20too.</a>  <a href="https://www.livingoceans.org/initiatives/ocean-ecosystems#:~:text=That%27s%20why%20Living%20Oceans%20Society,our%20work%20in%20ocean%20planning.">https://www.livingoceans.org/initiatives/ocean-ecosystems#:~:text=That%27s%20why%20Living%20Oceans%20Society,our%20work%20in%20ocean%20planning.</a></p> <p>Authors: Paula Kelly, Trish Mclaughlin, Laura Dunne</p>

