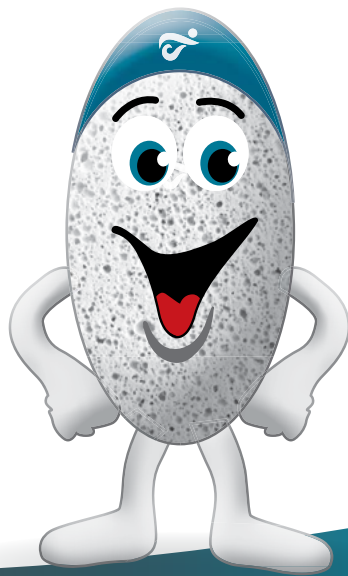
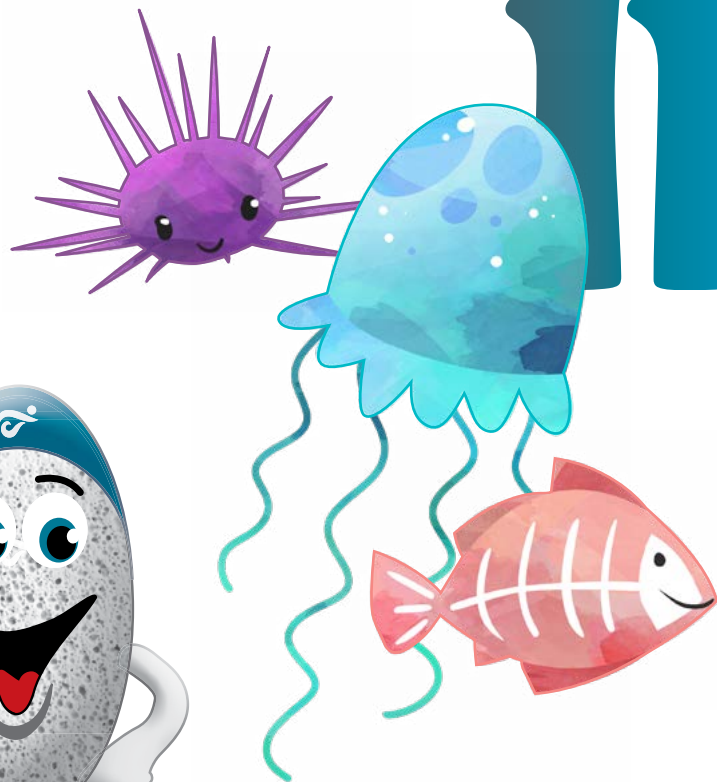


BEACH
WATER SKILLS FOR LIFE

MARINE LIFE

MODULE

11



9 LESSONS

LEVEL 4



SUPPORTED BY



He Kaupare. He Manaak
He Whakaora.
prevention. care. recovery



MARINE LIFE

DESCRIPTION

This module gives students the opportunity to explore oceans and ocean life. After locating the earth's major oceans on a world map, students will "dive underwater" to discover the plants and animals that live in the sea.

ACHIEVEMENT OBJECTIVES

Science

Living World:

Ecology: Explain how living things are suited to their particular habitat and how they respond to environmental changes, both natural and human-induced.

Evolution: Begin to group plants, animals, and other living things into science-based classifications.

Planet Earth & Beyond

Earth systems: Develop an understanding that water, air, rocks and soil, and life forms make up our planet and recognise that these are also Earth's resources.

Listening, Reading & Viewing

Processes and strategies: Integrate sources of information, processes, and strategies confidently to identify, form, and express ideas.

- Integrates sources of information and prior knowledge confidently to make sense of increasingly varied and complex texts
- Selects and uses appropriate processing and comprehension strategies with increasing understanding and confidence
- Thinks critically about texts with increasing understanding and confidence

Purposes and audiences: Show an increasing understanding of how texts are shaped for different purposes and audiences.

- Recognises and understands how texts are constructed for a range of purposes, audiences, and situations

Structure: Show an increasing understanding of text structures.

- Understands that the order and organisation of words, sentences, paragraphs, and images contribute to and affect meaning in a range of texts

Speaking, Writing & Presenting

Processes and strategies: Integrate sources of information, processes, and strategies confidently to identify, form, and express ideas.

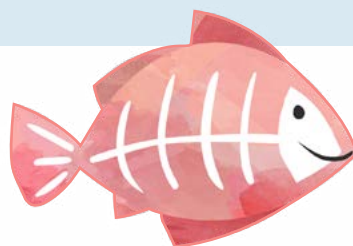
- Creates a range of texts by integrating sources of information and processing strategies with increasing confidence

Purposes and audiences: Show an increasing understanding of how to shape texts for different purposes and audiences.

- Constructs texts that show an awareness of purpose and audience through deliberate choice of content, language, and text form

Structure: Organise texts, using a range of appropriate structures.

- Organises and sequences ideas and information for a particular purpose or effect



LEARNING INTENTION

- Students will engage in various forms of non-fiction writing about the ocean and ocean life
- Students learn about endangered marine life and possible actions that can help

SUCCESS CRITERIA

- Understand the importance of marine life and the ocean environment
- Research endangered marine life and report on findings by writing an information report or persuasive argument
- Create slogans with messages that create awareness of issues related to the endangerment of sea life

KEY COMPETENCIES

Participating and Contributing:

- Actively participate in class activities, discussions and group projects
- Decide on possible actions that can be taken to help endangered marine life

Managing Self:

- Manage behaviour in whole class, group and individual activities
- Have a positive work ethic
- Complete work to the best of my abilities

Thinking:

- Think of possible solutions to 'real world' problems
- Evaluate information for its overall reliability and effectiveness

Using language, symbols and texts:

- Draw on multiple texts and visuals to retrieve information
- Produce a range of nonfiction texts to inform others
- Develop slogans that engage an audience

Relating to others:

- Respect the ideas and opinions of others
- Work effectively as a group member towards a common goal

RESOURCES

Internet, tv or active board, youtube clips, examples of slogans, Kahoot quiz, presentation tools e.g. google apps, prezi...

ASSESSMENT ACTIVITIES

- Classroom discussions
- Construct an information report about a marine life family e.g. anthozoans, crustaceans
- Reflect on the inquiry learning process

LESSON

1

Tuning In

Explain to the students that they are going to be learning about endangered marine life. **Ask the students:** Do you know what endangered means? What sea life do you know of that is endangered? What do you think are the causes of the decline of many types of marine life? Do you know any actions people are taking to try and help endangered marine life recover?

Watch the '[Meet Some of the Ocean's Most Endangered Creatures](#)' video and discuss the contents with the students. **Ask the students:** How do you feel about these creatures not being around for much longer? What is the main common factor contributing to the decline of these marine animals?



2

HAMMERHEAD SHARK

allows it to scan for prey faster than other sharks.

KQED



Watch the [Ocean Alert: Overfishing video](#). **Discuss** the problem overfishing is causing island nations who depend on fish for their survival and some of the solutions people are implementing. **Make a list** of the causes and possible solutions to assist with the following activity

Activity: Slogans

Explain to the students that since humans are the greatest cause of the decline of many sea life, it is up to us to convince others to take action. **Introduce** the students to slogans by showing them some examples and explain that there are catchy sayings or phrases that are easy for people to remember. Some examples could include:

- The predator? Shark or us?
- You see the difference. A turtle does not
- Protect our oceans. Protect your future

Ask the students to pair up with a buddy and choose a marine animal as their focus topic. Students must brainstorm words associated with the decline of the animal and maybe a few words that rhyme. Once students have come up with their slogans they may share them with the class for feedback/forward to help improve them. Once finished the class may publish them by either making posters or digital representations of their slogans to share with the rest of the school.

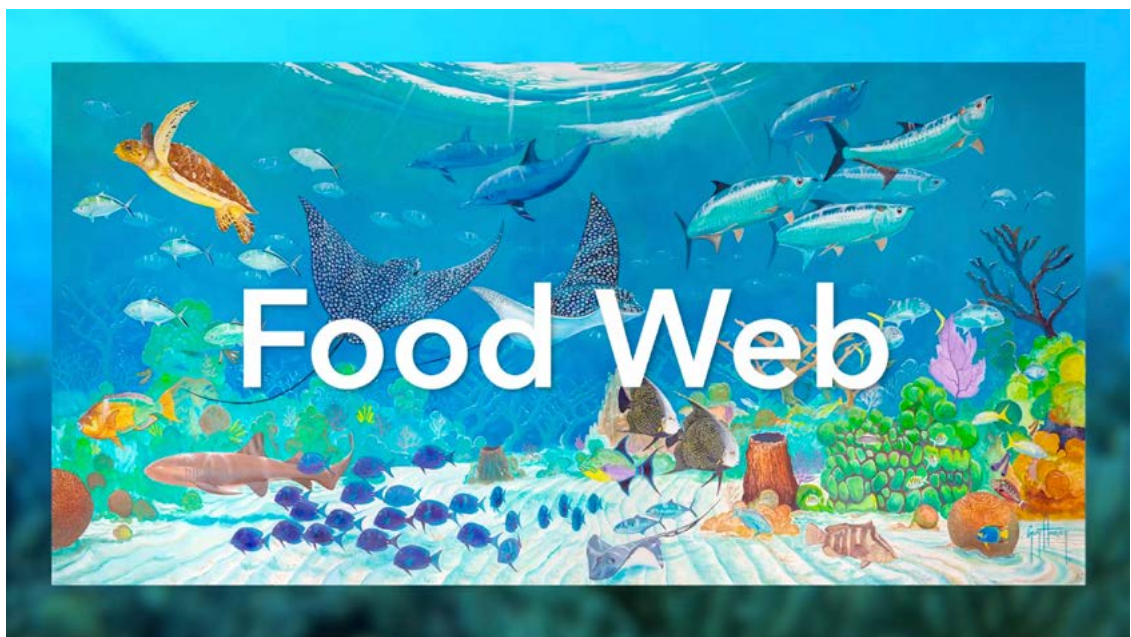
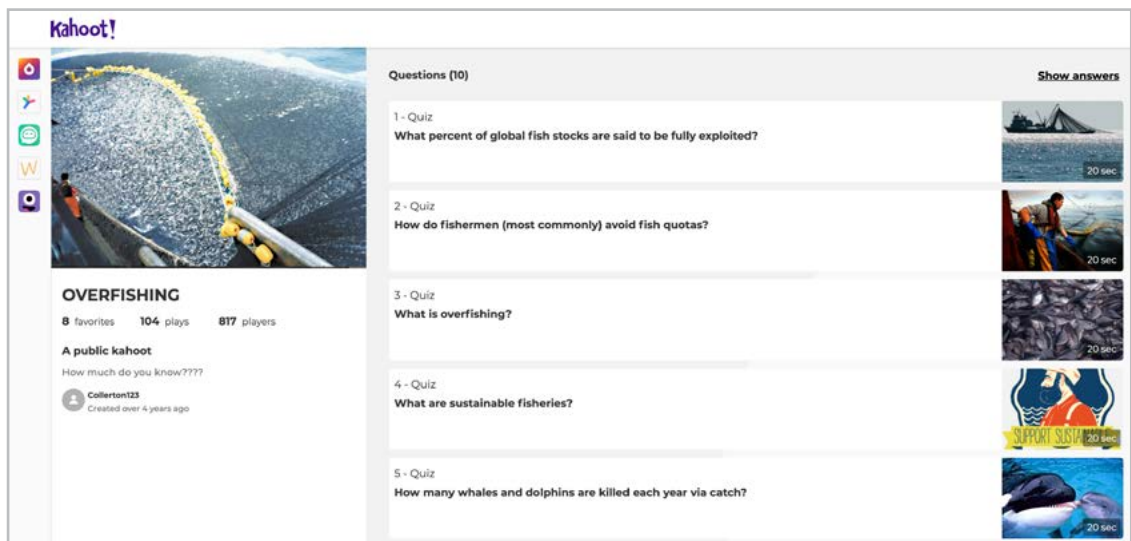
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to
4

Finding Out/ Sorting Out

Activity: Overfishing Kahoot!

Play the [Kahoot quiz](#) about overfishing to introduce the students to key information about the main contributor to the decline of marine life.

Class Discussion: Discuss the impact of overfishing to the overall marine ecosystem. Watch [The Food Web video](#) to introduce students to the importance of a food web and that if it is unbalanced it can be disastrous for all marine life – and us as well. Discuss our role in the food web.



Inquiry:

Ask the students to form groups of 3 or 4 and explain to them that they will be choosing one endangered marine life form to investigate further. Discuss the purpose of the inquiry which is to learn about these creatures, their threats, and possible actions that can be taken to help them. Ask the students to make a list of questions to guide their inquiry.

Examples of questions include:

What are hammerhead sharks' habitat requirements?

What do hammerhead sharks eat?

What role do hammerhead sharks play in the food web?

What threats or predators do hammerhead sharks have?

How can we help replenish the hammerhead shark population ?

Researching & Collecting Relevant Information

Students to organise their own way of collecting and sorting information taking into account the following:

- Tools we will use to research
- People we can ask for help
- Where we will keep our research
- Possible ways we will present our research

Once students have collected research, they must sort through it using the following questions as a guide:

- What information helps answer my questions?
- Do I need to find out more information to answer the question?
- What are my questions now?
- How have they changed?
- What changes do I need to make to my inquiry?

LESSON

5 to 8

Going Further

Group task: Students will decide on how they will present the information they have researched throughout the inquiry in the form of an information report. This can be presented in many ways e.g. google slideshow, prezi, poster (maybe digitally), documentary...

Individual task: Students will write a persuasive text targeting people/ industries who contribute to the decline of the marine life they have been researching e.g. commercial fisherman, whalers, councils/governments, people who litter...These letters may be mailed to the desired recipients to make the task meaningful.

Students share their presentations and persuasive letters with the class for feedback/feedforward in preparation to share with a broader audience.

LESSON

9

Making Conclusions/ Taking Action

Discuss the overall learning achieved from the module and reflect on the inquiry process. Give the students question prompts to assist them with their reflection: What did I learn? What went well with my inquiry? What will I change for next time? What can I do to take further action in regards to the issue?

The **class discusses** 'where to next' to spread the message further to make more of a difference.