



Khaled bin Sultan
Living Oceans
Foundation

STANDARDS

- **CCSS:** RI.6.8-8.8, RST.6-8.1, RST.6-8.8, RST.6-8.10, SL.6.1-8.1, SL.6.4-8.4, SL.6.5-8.5, WHST.6-8.8, WHST.6-8.9; RST.9-10.1, 2, 4, 5, 7, 8, 10; RST.11-12.1, 2, 4, 10; RI.9-12.8, SL.9.1-12.1, SL.9-12.4, SL.9-12.5, WHST.9-10.8, WHST.11-12.8, WHST.9-10.9, WHST.11-12.9
- **NGSS:** MS-LS2-3, MS-LS2-4, MS-LS2-5; HS-LS2-7, HS-LS-4.D, HS-ESS3-3, HS-ESS3.C, HS-ESS3.D, HS-ETS1.A-B, HS-ETS1-2, HS-ETS1-3
- **NGSS Practices:** 6, 7, 8
- **OLP:** (grades 6-8): 5.A.1, 5.A.3, 5.A.4, 5.A.6, 5.A.16, 5.A.21, 6.A.1-A.11, 6.B.1-B.4, 6.C.1-C.4, 6.D.1-6.D.21, 6.E.1-6.E.15; (grades 9-12) 6.A.1, 6.A.3-A.6, 6.B.1-B.6, 6.C.1-C.3, 6.D.1-D.19, 6.E.1-.14

ONLINE CONTENTS

- [*My Wish: Protect Our Oceans*](#) Dr. Sylvia Earle discusses the rapid decline of the ocean and the need for more protection.
- [*Corals and MPAs*](#) Learn about Marine Protected Areas and how they can help protect coral reefs.

CONSERVATION

This lesson is a part of the *Conservation* unit, which describes different actions that people can take to manage and conserve coral reefs. Below is a summary of what is included in the entire unit.

UNIT CONTENTS

- A. [Background Information](#)
- Introduction
 - Mitigating Threats
 - Stakeholder Involvement
 - Education & Outreach
 - Monitoring
 - Enforcement
 - Restoration

B. Lessons

[Watch It! My Wish](#)

- A worksheet to accompany the [*My Wish: Protect Our Oceans*](#) video

[Watch It! Corals and MPAs](#)

- A worksheet to accompany [*Our Living Oceans, Episode 5: Corals and MPAs*](#) video.

[Lesson 1A: Explore a Hope Spot](#)

- An activity that explores an existing Hope Spot. Students learn about ecosystem disruptions and services, and the reasons that make this place special.

[Lesson 1B: Nominate a Hope Spot](#)

- An activity where students nominate a new Hope Spot that needs protection. Students present their proposed Hope Spot to their classmates who act as the “Hope Spot Council,” deciding if it should be approved.

[Lesson 1C: Advocate for MPA](#)

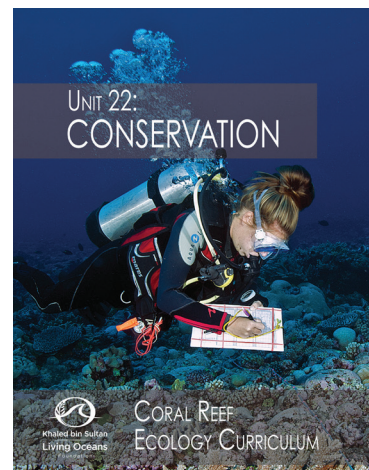
- Write a compelling letter that advocates for the creation of their proposed MPA to a stakeholder or group of stakeholders.

[Lesson 1D: Manage an MPA](#)

- An activity that creates a management plan for the three most important actions that are crucial to conserve their proposed MPA.

[Read It! Maori Conservation](#)

- A worksheet to accompany the [*Traditional Māori Conservation Methods Help Protect Reefs in the Cook Islands*](#) blog.



LESSON 1B

NOMINATE A HOPE SPOT

INSTRUCTIONS: Nominate an area that you think should be a Hope Spot. Make sure that your proposed area isn't already an established Hope Spot by looking at this website: <https://mission-blue.org/hope-spots/>. When researching your proposed Hope Spot, make sure to cite textual evidence in your answers where necessary. Don't forget to evaluate your sources to make sure that they are credible. You can place your list of citations under question #12.

- Names of the nominator(s). _____

- What Hope Spot are you nominating? _____
- Where is the Hope Spot located? _____
- How large is this Hope Spot? _____
- What ecosystem(s) are a part of the Hope Spot?

6. What are the threats and potential threats to this Hope Spot?

7. List five ecosystem services that are provided by this Hope Spot.

8. What are the current protections for this Hope Spot (if any)?

9. What type of human activities take place in this Hope Spot?

10. Explain why this proposed Hope Spot is special. Does the area (for each question below please list yes/no/unsure and explain):

Question	Yes	No	Not sure	Explain
Hold significant or representative populations of rare or endemic species				
Hold a wide diversity of species				
Hold a significant process or ecosystem here (e.g., phytoplankton bloom, reefs, kelp forests)				

Question	Yes	No	Not sure	Explain
Contain the site of significant event (breeding/spawning)				
On or part of a migration route				
Contains organisms that are threatened or endangered				
A site that contains economic/touristic appeal				
Potentially encouraging scientific research projects				
Significant historical, cultural or spiritual values				



Criteria		Unsatisfactory 1	Average 2	Exceptional 3	Score
Content	Evidence	The speaker does not use correct, relevant, and/or appropriate evidence (facts, examples, details, descriptions) to support ideas.	The speaker mostly uses correct, relevant, and/or appropriate evidence (facts, examples, details, descriptions) to support ideas.	The speaker consistently uses correct, relevant, and/or appropriate evidence (facts, examples, details, descriptions) to support ideas.	
	Subject Knowledge	Presenter does not grasp the information. Did not directly answer questions and provides little to no explanation about the subject.	Presenter moderately grasps the information. Answers most questions with some explanation about the subject.	Presenter fully grasps (more than required) information. Directly answers questions about the subject with detailed explanations.	
	Organization	It is difficult to follow the presentation because the speaker does not present a logical sequence of information.	It is easy to follow the presentation because the speaker presents a logical sequence of information.	It is effortless to follow the presentation because the speaker has a good hook and a logical, interesting sequence of information.	
Speaking Skills	Visual Aids (graphics, photos, and videos)	There are little to no visuals in the presentation.	There are mostly appropriate and good visuals but some that take away from the content of the presentation.	There are appropriate and quality visuals that complements the content of the presentation.	
	Clarity, Speed, & Volume	The information was not clearly conveyed and the speaker consistently : <ul style="list-style-type: none"> mumbles speaks too quickly or slowly, and/or speaks too loudly or softly. 	The information was mostly clearly conveyed and the speaker rarely : <ul style="list-style-type: none"> mumbles speaks too quickly or slowly, and/or speaks too loudly or softly. 	The information was clearly conveyed and the speaker almost never : <ul style="list-style-type: none"> mumbles speaks too quickly or slowly, and/or speaks too loudly or softly. 	
	Flow (Pauses and verbal fillers like um, uh, er, so, like, etc.)	The speech includes several distracting pauses and many verbal fillers.	The speech includes few distracting pauses and few verbal fillers.	The speech flows nicely with almost no distracting pauses and very few verbal fillers.	
Non-verbal Skills	Pronunciation	Pronunciation is poor and most vocabulary words are pronounced incorrectly.	Pronunciation is good , but some vocabulary words are pronounced incorrectly.	Pronunciation is great and very few vocabulary words are pronounced incorrectly.	
	Eye Contact	Makes very little to no eye contact.	Mostly makes eye contact.	Makes full eye contact.	
	Confident Body Language	The speaker appears stiff, nervous, fidgets, leans, sways, and/or slouches.	The speaker sometimes appears stiff, nervous, fidgets, leans, sways, and/or slouches.	The speaker stands up straight , doesn't appear nervous, and uses confident body language when presenting.	
TOTAL SCORE					

HOPE SPOTS COUNCIL GRADING CARD

INSTRUCTIONS: During the proposed Hope Spot presentation, take notes on the Hope Spots Council Grading Card below. As you think of questions about the presentation, write them down. You will be able to ask them at the end of the presentation.

1. Proposed Hope Spot Name: _____

2. People proposing the Hope Spot: _____

Explained in the Presentation	Yes	No	Council Notes and Questions
Threats and potential threats			
Ecosystem services			
Significant or representative populations of rare or endemic species			
Wide diversity of species			
Significant process or ecosystem here (e.g., phytoplankton bloom, reefs, kelp forests)			
Site of significant event (breeding/spawning)			
On or part of a migration route			
Contains organisms that are threatened or endangered			



Explained in the Presentation	Yes	No	Council Notes and Questions
A site that contains economic/touristic appeal			
Potentially encouraging scientific research projects			
Significant historical, cultural, or spiritual values			

3. Do you approve this Hope Spot? Circle **Yes** or **No**.
Explain your reasoning.