



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](#)

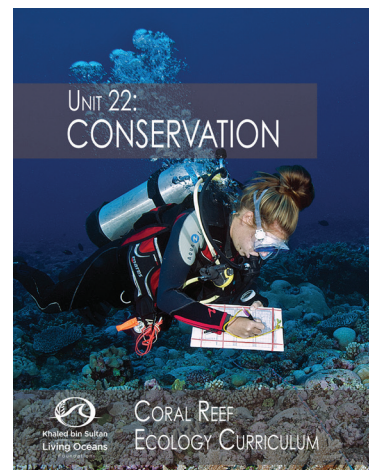
- Write a compelling letter that advocates for the creation of their proposed MPA to a stakeholder or group of stakeholders.

[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.



**INSTRUCTIONS:**

1. Read *Traditional Māori Conservation Methods Help Protect Reefs in the Cook Islands*, a blog from our Cook Islands mission (<http://www.lof.org/traditional-maori-conservation-methods-help-protect-reefs-in-the-cook-islands/>).
2. While reading the blog, take notes and connect it to your prior learning. Note things that you agree or disagree with. There is a space, below, for this.
3. Next, document what you like and dislike about this blog into the space below. Be sure to pay attention to things like style and tone, along with the content and visual design. Be sure to *explain* what it is that you do or do not like about each element.
4. Answer the questions.

**NOTES****LIKES****DISLIKES**

1. What is the central idea of this blog?
2. Describe the two different conservation efforts being used to protect coral reefs in the Cook Islands.
3. What conclusion was made by the author? Cite specific textual evidence to support this.
4. Did the author fully support her claim? Explain why you think this.
5. *Marine Protected Area (MPA)*, *ra'ui*, and *conservation* are specific vocabulary for the topic of this blog. Define them below.

