



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](#)

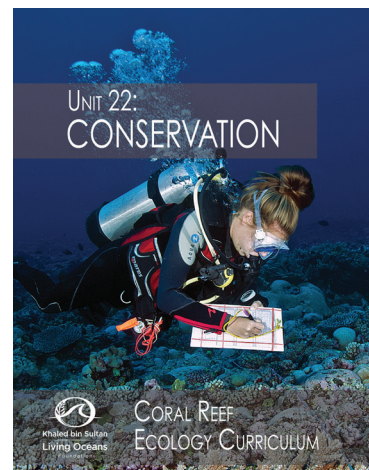
- Write a compelling letter that advocates for the creation of their proposed MPA to a stakeholder or group of stakeholders.

[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.





WATCH IT!

CORALS AND MPAs

14. How can MPAs help local communities? Provide one example.

15. Do MPAs work immediately? Explain.

16. Are all MPAs managed the same way? Explain.

INSTRUCTIONS: Review the answers that you provided and answer each of the following questions.

17. Do you think it is important to create MPAs? Explain your position using factual evidence.

18. Even if you don't live near a coral reef, you are likely still affecting this ecosystem. How can you aid in protecting coral reefs? Provide three solutions.

