CONSERVATION



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
- <u>OLP</u>: (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-

ONLINE CONTENTS

- My Wish: Protect Our Oceans
 Dr. Syvia Earle discusses the rapid decline of the ocean and the need for more protection.
- <u>Corals and MPAs</u> 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 <u>My Wish: Protect Our Oceans</u> video



 A worksheet to accompany <u>Our Living Oceans</u>, <u>Episode 5</u>: <u>Corals and MPAs</u> 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 <u>Traditional Māori</u> <u>Conservation Methods Help Protect Reefs in the Cook</u> <u>Islands</u> blog.





INSTRUCTIONS: Watch *My Wish: Protect Our Oceans* Ted Talk video (https://bit.ly/MyWishEarle). On this website, there are scripts offered in 31 languages. Answer the following questions.

1. List three of Sylvia Earle's accomplishments as an ocean explorer.

- 2. What are some of the life-support systems that astronauts and aquanauts need to survive?
- 3. Dr. Earle explains that no matter where we live, we are connected to the sea. What benefits do we receive from the ocean?

4. There are many ways that the ocean is threatened by people. Dr. Earle provides several examples. Describe three.

5. Scientists also saw threats to land ecosystems. How did the United States begin protecting the land?







- 6. Are there similar protections for the ocean?
- 7. How much of the ocean was protected at the time of this film (2009)?
- 8. What is Dr. Sylvia Earle's wish?

9. Throughout the talk, Dr. Earle refers to the ocean as the "blue heart" of the planet. What does she mean?

10. After listening to Dr. Earle's talk, do you think that there are unlimited resources in the ocean? Explain.

11. List five ways that people can protect the ocean.