Life Below Water - How has global tourism affected the world's oceans?

Prior Learning (What we already know?):

1. To learn about the links between rivers, seas and oceans and what they are
2. To learn about the creatures that live in in the seas and oceans
3. To understanding the role of the ocean (e.g. moderating climate, providing oxygen and food, medicine, energy and minerals).
4. To understand marine plants and animals, their habitats and behaviours.
5. To recognising the national context of challenges for local fisheries and how this affects fishermen's livelihoods.
6. To knows which human activities – on a national, local and individual level – contribute most to climate change.
7. To know the basic premise of climate change and the role of the oceans in moderating our climate.
8. To understands the connection of many people to the sea and the life it holds including the sea's role as a provider of food, jobs and exciting opportunities.

To know about the main ecological, social, cultural and economic consequences of climate change locally, nationally and understands how these can themselves become catalysing, reinforcing factors for climate change.

New Learning:

1. To have a knowledge of ocean animals and adaptation.
2. To learn about the creatures that live in in the seas and oceans
3. To recognising the global context of challenges for local fisheries and how this affects fishermen's livelihoods
4. To have a knowledge of the impact of humans on the ocean, marine pollution and marine disasters, and how these can be mitigated (e.g. through international law).
5. To have a knowledge of different types of fishing and the livelihoods they support.
6. To make an exploration of traditional/indigenous knowledge and culture.
7. To know the basic premise of climate change and the role of the oceans in moderating our climate.
8. To understands the connection of many people to the sea and the life it holds, including the sea's role as a provider of food, jobs and exciting opportunities.
9. To knows which human activities – on a global, national, local and individual level – contribute most to climate change.
10. To know about the main ecological, social, cultural and economic consequences of climate change locally, nationally and globally and understands how these can themselves become catalysing, reinforcing factors for climate change.

New Skills:

- To be able to apply the concepts to investigate how ocean animals adapt to certain parts of their environment to develop potential solutions on how to protect oceans
- To be of critical thinking skills to conduct research into real-world challenges for the sustainable use of oceans, seas and marine resources, including primary and secondary research methods (e.g.natura l marine disasters, oil spills, overfishing of cod in the Atlantic and destruction of coral reefs through unsustainable fishing and tourism practices), and develop practical solutions.
- To be able to encourage others to protect the climate.
- To able to collaborate with others and to develop commonly agreed-upon strategies to deal with climate change.
- To ability to raise awareness and participate in community engagement (e.g. running campaigns for fishing practices and fisheries as a renewable resource, and conducting beach clean-ups).

Key Questions:

- What effect does overfishing have on the oceans?
- Why are oceans so important to the health of the planet?
- What other threats are there to the oceans?
- What Can Be Done to Protect Our Oceans?

Vocabulary:

Ocean, environment, sustainable, marine resources, renewable resource, ecological, climate change

Key Facts:

Over 70% of our planet's oxygen is produced by the ocean.

Our oceans cover more than 70% of the Earth's surface.

Factors contributing to the overfishing of the ocean; development of fishing technology and the growing appetite for certain types of fish.

A number of widely used practices have negative effects on marine life: blast fishing, bottom trawling and bycatch

Some species will become extinct if we continue to catch them in such high quantities, e.g. Bluefin tuna.

Some of the less targeted fishing methods, such as blast fishing, can result in the destruction of whole areas of marine habitats.

Key Resources:

https://www.kids-world-travel-guide.com/ocean-facts.html

https://climatekids.nasa.gov/ocean/

Can I do this?

I can understand that humans have a great impact on climate change.

I understand that our oceans ensure we have a stable climate.

I know what human activities affect the world's climate the most, and can suggest alternative, sustainable solutions.

I understand the main ecological, social, cultural and economic consequences of climate change.