



OCEAN FOR BEGINNERS

X-CURRIC | AGES 5-7



Contents

Foreword	page 2
Overview	page 3
Ocean Plastics learning objectives	page 4
Scheme of work	page 5
Resource guidance	page 7

Lessons

Lesson 1: Our wonderful oceans 5-7	page 11
Lesson 2: Our oceans and us 5-7	page 23
Lesson 3: Our ocean in crisis 5-7	page 28

Welcome to Common Seas Education



Marine plastic pollution is a visible and pervasive environmental issue affecting all oceans. Recent media coverage has raised awareness of the topic, encouraging politicians, businesses and the general public to take much-needed action.

Common Seas believes that education can be an important part of the solution to addressing marine plastic pollution. The recent popularity of the topic of marine plastics has meant that there is a wealth of information and ideas for action scattered across the internet and other media.

Common Seas uniquely provides teachers with a full suite of resources across science, geography, and design and technology across Key Stages 1 to 3, that are designed to fulfil the English National Curriculum teaching requirements. Providing teachers with off the shelf lesson plans, presentations and activities they can choose to deliver in their entirety or use sections as appropriate.

Supporting a more sustainable relationship with the environment is not a quick fix, but a multi-generational endeavour. This is why Common Seas works with a range of partners to move marine plastics education from an important side issue into the mainstream.

Jo Royle
Managing Director
Common Seas

OVERVIEW

About Common Seas Education



We believe children and young people should be equipped with the skills, knowledge and experience that allow them to thrive in a world affected by climate change, while helping to create a greener, fairer and more sustainable future.

Common Seas Education provides knowledge-rich, hands-on learning experiences about plastic – including its growing role in the climate crisis. In this way, our resources exist to give every child a deeper understanding of sustainability and climate change, while helping them create tangible, positive changes in their homes, schools and wider communities.

How to use Common Seas Education

Common Seas Education provides fully resourced lesson plans and activities that enable you to teach sustainability, within the curriculum and through project-based learning. These resources have been designed to be an off-the-shelf teaching tool for your classroom. Of course, you know your students better than anyone and may want to adapt and change them to suit your needs.

Developed in collaboration with a broad coalition of educators, scientists and industry experts, we provide learning packages for geography, science, design & technology, citizenship and enrichment in primary and secondary schools.

The curriculum and beyond

The resources are aligned with the national curriculum and the DfE Strategy on Sustainability and Climate Change.

Common Seas has used the UNESCO Learning Objectives for the ocean¹ as a basis for creating a set of Ocean Plastics Learning Objectives to support educators in designing an appropriate set of learning opportunities for students. These learning objectives are listed in following section.

¹ UNESCO Ocean literacy for all: a toolkit <https://unesdoc.unesco.org/ark:/48223/pf0000260721> (see page 24)

Learning objectives

Common Seas has worked with partners to create a set of universal Ocean Plastics Learning Objectives, utilising the frameworks developed by UNESCO and those working for Ocean Literacy. These learning objectives are listed below and are subscribed to by Common Seas Education partners. We hope that these overarching learning objectives are useful to other individuals and organisations planning their own education programming to help a plastic waste free future.

Oceans for beginners 5-7			
Ocean Plastics learning objective	Lessons		
	1	2	3
Cognitive learning objectives			
• The learner understands the fundamental properties of plastics, including the use of additives.			
• The learner understands the scope and geographical scale of plastic use and plastic pollution historically as well as current predictions.			✓
• The learner understands the pathways through which plastics enter the ocean and marine life.			
• The learner understands the social, environmental and economic cost of plastics across its entire life cycle.			✓
• The learner can identify and evaluate ways to improve the sustainability of plastics at different stages of the product life cycle ¹ .			
Socio-emotional learning objectives			
• The learner can reflect on their own use of plastics, and how this use might affect the marine environment.			✓
• The learner actively seeks alternative designs, behaviours and practices that reduce their contribution to plastic pollution.			
• The learner can communicate the societal and environmental impacts of plastic use, referring to the scientific evidence base.			
• The learner is able to influence the behaviours and practices of others in their community in terms of plastic use and management.			
• The learner can collaborate at a range of scales to campaign for the reduction of plastic pollution.			
Behavioural learning objectives			
• The learner is able to access and improve waste management systems in their local area.			
• The learner can plan and implement campaigns that lead to a reduction in plastic pollution at a range of scales.			
• The learner is able to evaluate media narratives about plastic pollution and present a balanced judgement to their peers.			
• The learner is able to make informed decisions as a consumer to reduce plastic pollution.			
• The learner is able to research different approaches to design, including circularity and biomimicry.			

¹ Including improved design, alternative materials, waste management and individual behaviour.

Applicable standards

National Curriculum for England

KS1 English			
Element of the English Programme of Study	Lessons		
	1	2	3
Year 1 Writing Composition			
Write sentences by:			
• Saying out loud what they are going to write about			✓
• Composing a sentence orally before writing it			✓
• Sequencing sentences to form short narratives			✓
• Re-reading what they have written to check that it makes sense			✓
• Discuss what they have written with the teacher or other pupils			✓
• Read their writing aloud, clearly enough to be heard by their peers and the teacher			✓
Year 2 Writing Composition			
• Read aloud what they have written with appropriate intonation to make the meaning clear			✓
• Writing about real events			✓
• Consider what they are going to write before beginning by:			✓
• Planning or saying out loud what they are going to write about			✓
• Writing down ideas and/or key words, including new vocabulary			✓
• Encapsulating what they want to say, sentence by sentence			✓
Spoken language			
• Listen and respond appropriately to adults and their peers	✓	✓	✓
• Ask relevant questions to extend their understanding and knowledge	✓	✓	✓
• Articulate and justify answers, arguments and opinions	✓	✓	✓
• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	✓	✓	✓
• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	✓	✓	✓
• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	✓	✓	✓
• Participate in discussions, presentations, performances, role play, improvisations and debates	✓	✓	✓
• Consider and evaluate different viewpoints, attending to and building on the contributions of others	✓	✓	✓

Applicable standards

National Curriculum for England

KS1 English			
Element of the English Programme of Study	Lessons		
	1	2	3
Year 1 Reading: Word Reading			
• Apply phonic knowledge and skills as the route to decode words	✓		
• Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	✓		
• Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	✓		
• Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings	✓		
• Read other words of more than one syllable that contain taught GPCs	✓		
Year 2 Reading: Word Reading			
• Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent	✓		
• Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes	✓		
• Read accurately words of two or more syllables that contain the same graphemes as above	✓		
• Read words containing common suffixes	✓		
• Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	✓		
• read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered	✓		
KS1 Art and Design			
Element of the Science Programme of Study	Lessons		
	1	2	3
• To use a range of materials creatively to design and make products s		✓	✓
• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	✓	✓	✓
• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	✓	✓	✓

Applicable standards

National Curriculum for England

KS1 Geography			
Element of the Science Programme of Study	Lessons		
	1	2	3
Location knowledge <ul style="list-style-type: none">Name and locate the world’s seven continents and five oceans	✓		
Human and physical geography <ul style="list-style-type: none">Use basic geographical vocabulary to refer to key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weatherUse basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm, house, office, port, harbour and shop	✓		✓ ✓
Geographical skills and fieldwork <ul style="list-style-type: none">Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	✓		

Applicable standards

National Curriculum for England

KS1 Design and Technology			
Element of the Science Programme of Study	Lessons		
	1	2	3
Design <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology 		✓	
Make <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics 		✓	
Evaluate <ul style="list-style-type: none"> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria 		✓	
Technical knowledge <ul style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 		✓	

SCHEME OF WORK

Lesson 1: Our wonderful oceans 5-7

Overview

This lesson introduces the marine habitat and encourages a discussion around what students already know about the ocean. Students use globes and maps to discover that we live on a blue planet. Students play a game of marine match, matching animals to their features. They then find out about some iconic marine creatures and make a fact sheet about their favourite.

Learning outcomes

- Understand the scale of the ocean and the species that live there
- Name a variety of marine species
- Identify features of living things
- Record and present findings
- Ask questions and reflect on learning

Resources



Slideshow 1:
Our wonderful ocean



Student Sheet 1a:
Marine snap

Student Sheet 1b:
Marine icons facts

Student Sheet 1c:
Marine icon poster



Gallery:
Living reef

Gallery:
Deep sea creatures

Gallery:
The Great Barrier Reef



Diagram:
Deep ocean poster

Lesson 2: Our oceans and us 5-7

Overview

In this lesson students are introduced to the ways in which we use the ocean and discuss and share their knowledge. Students work in groups to plan and create a diorama which illustrates some of the ways we use the ocean. Students also reflect on how damaging this ecosystem could be detrimental for all of us.

Learning outcomes

- Understand how we rely on the oceans
- Give examples of what we get from the ocean
- Use knowledge and understanding to plan a group project
- Justify and explain choices

Resources



Slideshow 2:
Our ocean and us



Activity Overview 2a:
Diorama



Student Sheet 2a:
Diorama backdrop



Thinglink:
Using our seas interactive

Lesson 3: Our ocean in crisis 5-7

Overview

This lesson introduces students to the idea that plastics can damage the ocean. Students find out about an 'Ocean hero' and their achievements and create a portrait of that hero sharing what they achieved. For home learning, students make a pledge to change one thing to help the oceans.

Learning outcomes

- Understand facts about plastics pollution
- Research an 'Ocean hero'
- Draw pictures and write about a significant person
- Present work to an audience

Resources



Slideshow 3:
Our ocean in crisis



Student Sheet 3a:
Ocean hero portrait

Teacher guidance

The Teacher Guidance for each lesson uses a set of icons as seen below to provide visual clues to support teachers:

Lesson activities

**Explain**

teacher exposition using slides or script to support

**Demonstration / watch**

students watch a demonstration or video

**Student activity**

activity for students to complete individually such as questions on a Student Sheet

**Pair activity**

activity for students to complete in pairs

**Group work**

activity for students to complete in groups

**Whole class discussion**

teacher conducts a whole class discussion on a topic or as a plenary review

**Home learning**

home learning exercise for after school or alternatively, a lesson extension

Teacher ideas and guidance

**Assessment and feedback**

guidance to get the most from AfL (Assessment for Learning)

**Guidance**

further information on how to run an activity or learning step

**Idea**

optional idea to extend or differentiate an activity or learning step

**Information**

background or further information to guide an activity or explanation

**Technical**

specific ICT or practical hints and tips

**Health and safety**

health and safety information on a specific activity

Our wonderful oceans



Age 5-7



60 minutes

Curriculum links

- Recognise the diversity and range of ocean habitats
- Identify and recall facts about marine species

Geography:

- Location knowledge
- Human and physical geography
- Geographical skills & fieldwork

English:

- Spoken language
- Reading

Year 1 Reading:

- Word Reading

KS1 Art and Design

to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

Resources



Slideshow 1:
Our wonderful oceans



Student Sheet 1a:
Marine snap

Student Sheet 1b:
Marine icons facts

Student Sheet 1c:
Marine icon poster



Gallery:
Living reef

Gallery:
Deep sea creatures

Gallery:
The Great Barrier Reef



Diagram:
Deep ocean poster



Subject Update:
Learn more: How many oceans are there?

Lesson overview

This lesson introduces the marine habitat and encourages a discussion around what students already know about the ocean. Students use globes and maps to discover that we live on a blue planet. Students play a game of marine match, matching animals to their features. They then find out about some iconic marine creatures and make a fact sheet about their favourite.

Lesson steps

1. The blue planet (15 mins)

Students study maps and globes to discover how much of the earth is covered in water. They then look at galleries about iconic marine species and play a game of marine snap.

2. Ocean habitat introduction (5 mins)

Students are introduced to the marine habitat and share their prior knowledge about the ocean and the creatures that reside there.

3. Ocean icons (15 mins)

Students are introduced to five iconic species, from a range of ocean habitats and gather facts about these species.

4. Creating a poster (15 mins)

They then create a fact-sheet poster about their favourite species, drawing and labelling their features.

5. Reflection (10 mins)

In pairs students recall three things about the ocean they learnt today. The class reflects on what else they would like to know.

Learning outcomes

- Understand the scale of the ocean and the species that live there

- Name a variety of marine species

- Identify features of living things

- Record and present findings

- Ask questions and reflect on learning

Extension or home learning

Students choose a different iconic marine species and create a postcard with pictures and information to send to the headteacher.

Step Guidance

Resources

1
10
mins



Step 1 introduces students to the ocean. It involves students studying maps and globes to discover the scale of the oceans.

- Use slides 2-4 to introduce the lesson and the learning outcomes.
- Using maps, globes and slides 3-4 explain that it is sometimes referred to as a blue planet due to 71% of the planet being covered in water.
- Display slide 5, explain that there are five oceans; Atlantic, Arctic, Indian, Pacific and Southern.
- Ask students to locate them on maps and globes.

Slideshow 1:
Slides 1-4

2
10
mins



Step 2 introduces students to the marine habitat and asks them to share their prior knowledge about oceans and the creatures that reside there. Students look at galleries to understand the depth of the ocean and explore life in different ocean zones.

- Ask students to share what they know about the ocean with a partner and take feedback.
- Explain that in pairs, students will have 30 seconds to name as many marine animals as they can think of, keeping a tally on mini-whiteboards. Encourage them to avoid repetition.
- Students share how many they listed.
- Show Diagram: Deep ocean poster to demonstrate how deep the different zones are and how life varies depending on depth.
- Look at Galleries: Living reef, Deep-sea creatures, The Great Barrier Reef and allow students to ask questions and share their thoughts about the variety of marine species.
- Cut up and hand out a selection of the matching cards from Student Sheet 1a to pairs or groups. In their pairs or small groups students play work together to play marine match, where they will match their sea creature to its description. The winner has the most cards at the end of the game. Alternatively, this could be played as a game of snap by printing/sticking the image and its description back-to-back. Provide a key vocabulary list to scaffold and support understanding.

Slideshow 1:
Slides 5-11

Student Sheet 1a:
Marine snap

Gallery:
Living reef

Gallery:
Deep-sea creatures

Gallery:
The Great Barrier Reef

Diagram:
Deep Ocean Poster

TEACHER GUIDANCE 1 (page 2 of 2)

Step Guidance

Resources

3

10
mins



Step 3 introduces students to five marine icons from a range of ocean habitats.

- Look at and read from slides 13-17 to introduce the marine icons: tiger shark, green turtle, Japanese spider crab, bottlenose dolphin and sea pig.
- Explain that students should choose (or you can allocate) one of the marine icons to create a poster about. If you have access to tablets or laptops students can also visit encounteredu.com/discover/collections/ocean-for-beginners and look at the galleries to gather further information.

Slideshow 1:
Slides 13-17

4

20
mins



In step 4 students use information they have gathered to make a marine icon poster.

- Explain that students will be drawing a picture of their marine icon and adding facts to their poster.
- Cut up Student Sheet 1b and distribute cards on tables.
- Explain to students that they will find facts on their tables about all five marine icons.
- They should look through the facts and find the ones which relate to their marine icon.
- They can then stick them around their drawing, copy them out or adapt into their own words.
- Each fact-card has a small symbol in the corner indicating which icon they refer to. You can differentiate this task for more able readers by simply cutting off the icon at the bottom of each fact-card.

Slideshow 1:
Slide 17

Students Sheet 1b:
Marine icons facts

5

10
mins



Step 5 asks students to reflect on their learning and think of questions that they would like to find out more about.

- In pairs students recall three facts they learnt today.
- Allow students to ask questions, this can be used as an opportunity to clear up any misconceptions or write a list of further questions for investigation.
- You may wish students to share their posters with the class or put them up on display.
- Review learning outcomes with a show of hands.

Slideshow 1:
Slides 19-20

+

10
mins

Students choose a different iconic marine species and create a postcard with pictures and information to send to the headteacher.

Marine snap



Clownfish live in and near sea anemones.



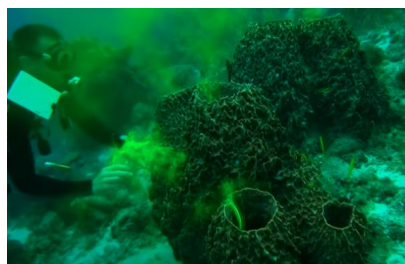
A dolphin's white tummy helps it to hide from predators below.



Puffer fish use water to turn themselves into a ball to scare predators.



Stonefish have bumpy skin so they can look like rocks.



Sea sponges soak water to get food and oxygen (air).



Sea dragons hide perfectly in seaweed.



Blue whales are the largest animals on Earth.



Cuttlefish can change colour to escape predators.



The **great white shark** has seven rows of 300 teeth.



Starfish can have more than 5 arms.



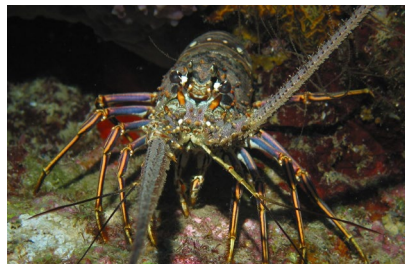
Sea turtles swim more than 1000 miles through the ocean.



Seahorses hold sea grass with their tails to stay safe.



The largest **giant squid** was 18m long – the same length as a bus!



Lobsters have long bodies and large, strong claws. They live in rocks.



Anemones use their tentacles to trap their prey.



The **Japanese spider crab** has eight legs and two long, clawed arms.



This **octopus'** blue rings flash brightly when it feels scared.



The female **anglerfish** finds food by using a light comes off the front of its head.



Lionfish use their feathery fins to attract and catch their prey.



Some **jellyfish** can glow in the dark.



Marine icon facts



They live all over the world.



They are excellent swimmers because of their arrow-like shape.



They are some of the cleverest animals on Earth because of their large brains.



They cannot breathe underwater and must rise to the surface to breathe.



They breathe through a hole in the top of their head.



They eat fish, squid and crustaceans.



They talk to each other by making clicking sounds underwater.



Instead of ears they hear by feeling vibrations through their heads.





They are the top predator on the Great Barrier Reef.



They get their name from the dark stripes along their sides.



They are solitary creatures, mainly hunting at night.



They lose a set of teeth inside their mother's tummy before they're even born.



They have five sets of gills.



They shoot their stomach out of their mouths after a meal, to give it a rinse.



They are carnivores which mean they eat meat.



They are found close to the coast in warmer waters.



There are seven species of sea turtle.



They lay their eggs in pits they dig on island beaches.



Their eggs are made of a soft, bouncy material so they don't break when they hit the sand.



Females return to the beaches where they hatched to lay their eggs.



They don't have teeth, instead their jaws have sharp edges that they use to slice through their food.



They eat sea grass and algae.



They have see-through eyelids that they use like a pair of goggles to see underwater.



They can weigh up to 160kg.



Their leg span can reach up to 5.5 meters.



Their bodies can grow to be up to 40cm across.



They are omnivores which means they eat both plants and animals.



They are scavengers which means they eat dead animals.



They have eyes on stalks, so they can look for danger in two directions at once.



They have been found as deep as 300 meters.



They have two big front claws which they use to cut up and crush their food.



They wave their claws and tap on rocks to communicate with others.



They are a type of sea cucumber.



They live at depths of up to 5 kilometers.



They have legs but these are not true legs, instead water filled tubes attached to their sides.



They vacuum the sand, sucking up rotting tissue for food.



They gather in large numbers and often all face in the same direction.



They live in the darkest part of the ocean.



They host parasites, little snails that burrow into their flesh.



They measure 5-10 cm in length.



Marine icon poster



Our oceans and us



Age 5-7



60 minutes

Curriculum links

- Understand how we use the ocean
- Reflect on how important ocean health is for the whole planet

KS1 Design and Technology:

- Design, make, evaluate

KS1 English

- Spoken language

Resources



Slideshow 2:

Our oceans and us



Activity Overview 2a:

Diorama



Student Sheet 2a:

Diorama backdrop



Thinglink:

Using our seas interactive

Lesson overview

In this lesson students are introduced to the ways in which we use the ocean and discuss and share their knowledge. Students work in groups to plan and create a diorama which illustrates some of the ways we use the ocean. Students also reflect on how damaging this ecosystem could be detrimental for all of us.

Lesson steps

Learning outcomes

1. How do we depend on the ocean? (10 mins)

Students are asked to reflect on how we rely on the oceans and explore some of the ways we depend on the ocean such as food, transport and livelihoods.

- Understand how we rely on the oceans

2. Goods and services quiz (10 mins)

Students take a quiz and discuss the many ways we rely on the ocean.

- Give examples of what we get from the ocean

3. Diorama time (30 mins)

In groups using plasticine, building blocks, construction materials, collage or other media, students construct a 3D diorama of the ocean which demonstrates its goods and services.

- Use knowledge and understanding to plan a group project

4. Presentation (10 mins)

Groups take turns to display and describe their diorama, explaining each aspect of it and how it relates to the ocean ecosystem.

- Justify and explain choices

Extension or home learning

In preparation for next lesson, students keep a recycling diary for the coming week, which documents any items they throw away, what the material was and whether it was possible to recycle it.

Step Guidance

Resources

1
10
mins



In step 1 students are asked to reflect on how we rely on the ocean and explore some of the ways we depend on it.

- Using slides 3-4 ask students if they can think of anything the sea does for us? What do we get from the sea? How does the sea help us? What do we use the sea for? Discuss their ideas and encourage those with secure subject knowledge to explain their ideas to the class.
- Mind map students' responses of how we use the sea.

Slideshow 2:
Slides 1-4

2
10
mins



Step 2 sees students take part in a mini-quiz about how we use the sea and how the sea helps us.

- Students can work in pairs or small groups.
- Give each group mini-whiteboards and pens, yes-no flashcards, or explain they can answer with thumbs-up or thumbs-down.
- Explain that you will read them a statement and they should decide in their groups whether it is true or false.
- Using slides 5-17 read out each statement, give students a time to discuss their answer and then ask them to decide whether it is true or false.
- After each statement, show the following slide and talk through the information, giving students time to comment and ask questions.
- After the quiz use slide 18 and the Thinglink to display some of the different ways in which we use the ocean. If students have access to tablets or laptops, they can explore this interactive resource in pairs or small groups.

Slideshow 2:
Slides 5-18

Thinglink:
Using our seas interactive

3
30
mins



Step 3 is a design technology task where students create a diorama which illustrates some of the ways we use the sea.



- Display slide 19 which demonstrates what a diorama looks like.
- Explain to students that in their groups they will be constructing their own simple diorama which illustrates some of the ways we use the ocean and how it helps us.
- Draw student's attention to the range of materials they can use to create their diorama. This may include plasticine, construction or collage materials.
- Use Activity Overview 2a to run the activity.

Slideshow 2:
Slide 19

Activity Overview 2a:
Diorama

Student Sheet 2a:
Diorama backdrop

TEACHER GUIDANCE 2 (page 2 of 2)

Step	Guidance	Resources
4 10 mins	 <p>In step 4 students take turns to display and describe their dioramas.</p> <ul style="list-style-type: none">· Ask each group to present their diorama to the class, pointing out each aspect of how the ocean helps us.· Ask each group to consider what might happen if we don't look after the ocean and take feedback.	Slideshow 2: Slides 20-21
+ 10 mins	 <p>Ask students to keep a recycling diary for the coming week, recording any items they throw away, what the material was and whether it was possible to recycle it.</p>	

Ocean diorama



Age 5+
(adult supervision)



30 minutes

Details

What you need

- 1 large cardboard box per group (i.e. shoe box)
- Craft materials such as plasticine, construction paper, junk modelling, old newspapers and magazines for collage
- Alternatively, you could use building blocks or similar construction equipment

Safety and Guidance



Precautions

Care should be taken when using scissors.

Overview

A diorama is a model representing a scene with three-dimensional figures. In this activity you can construct a 3D model, to illustrate some of the ways we use the sea, known as ecosystem goods and services. You may need to collect recycling and/or materials for junk-modelling before starting.

Preparation

You may need to ask students to bring in recycling and materials for junk-modelling before the session.

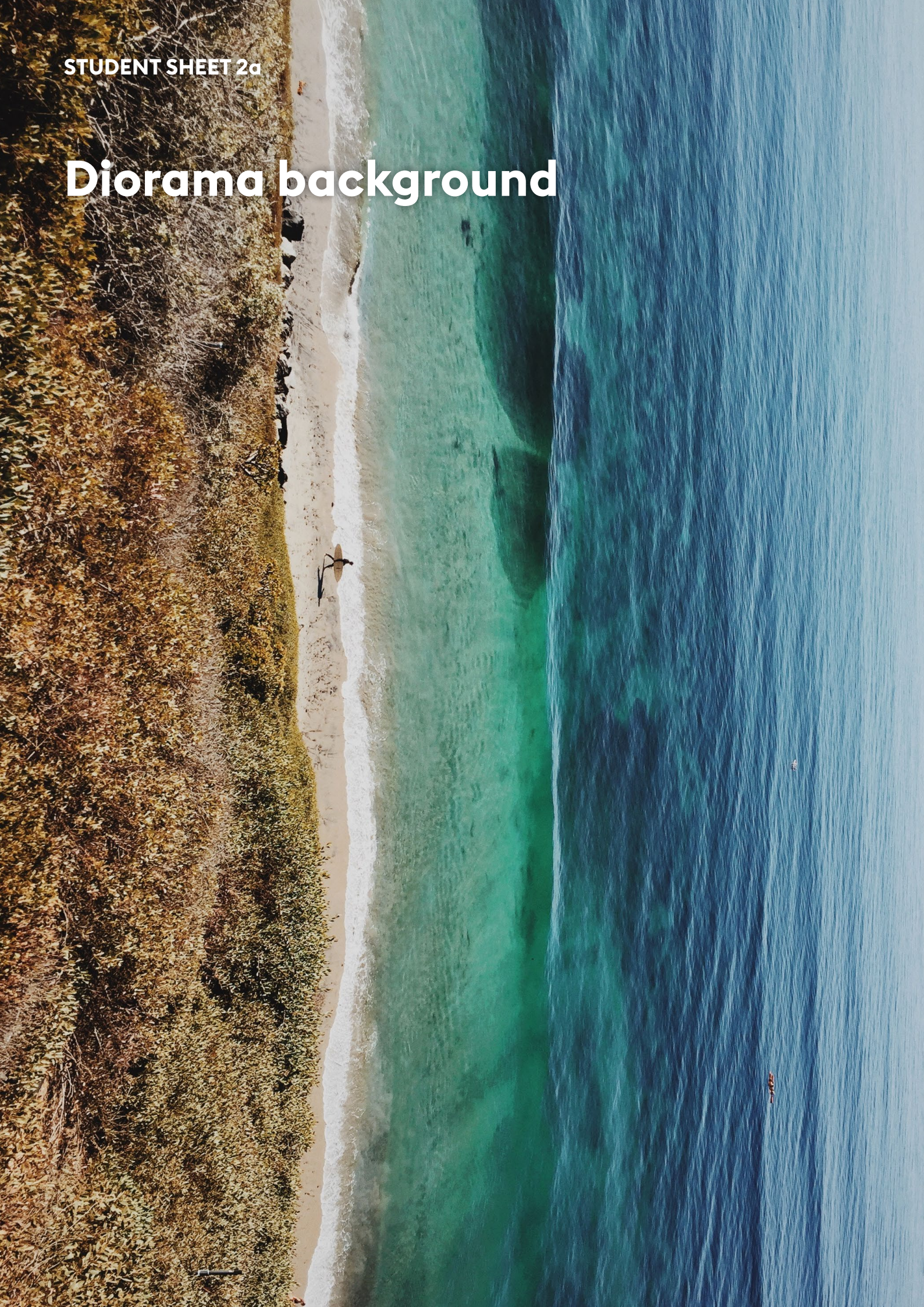
Running the activity

1. Explain that the students will use the shoe box to create a 'stage'. This is done by turning the box on its side.
2. Students can use Student Sheet 2a: Diorama Background to form the background of their diorama, or you may wish them to draw, paint or collage the background. They will need to create the ocean on the floor of the 'stage'.
3. Using craft (or construction) materials students then make models which illustrate some of the ways we use the ocean. For example, they could make a model of someone fishing, people eating at a restaurant, tourists snorkelling or people out on boats.



STUDENT SHEET 2a

Diorama background



Our ocean and us



Age 5-7



60 minutes

Curriculum links

- Understand how plastics can cause pollution
- Investigate an 'Ocean hero' and understand their impact
- Reflect on their own impact on ocean health

KS1 English:

- Writing Composition
- Spoken language

KS1 Art and Design

KS1 Geography:

- Human and physical geography

Resources



Slideshow 3:

Our oceans in crisis



Student Sheet 3a:

Ocean hero portrait



Subject Update:

Learn more: Marine plastics facts and figures

Lesson overview

This lesson introduces students to the idea that plastics can damage the ocean. Students find out about an 'Ocean hero' and their achievements and create a portrait of that hero sharing what they achieved. For home learning, students make a pledge to change one thing to help the oceans.

Lesson steps

Learning outcomes

1. Plastics pollution (15 mins)

Students are introduced to the idea that plastics damage the ocean and discuss ways this occurs.

- Understand facts about plastics pollution

2. Ocean heroes (15 mins)

Students find out about an 'Ocean hero' and what they have achieved.

- Research an 'Ocean hero'

3. My Ocean hero (20 mins)

Students create a portrait of their hero and write sentences about them.

- Draw pictures and write about a significant person

4. Presentation time (10 mins)

Students present their portraits and talk to their peers about why they chose that hero and what they have achieved. Students reflect on what they can do to make a difference to ocean health.

- Present work to an audience

Extension or home learning

Students pledge to change one thing that will help our oceans.

Step Guidance

Resources

1
15
mins



Step 1 introduces students to the concept of ocean plastics pollution.

- Ask students what they think happens to all the rubbish we throw away. Allow time for discussion in pairs and then take some feedback.
- Explain using slides 3-7 the different ways our rubbish is disposed of.
- Ask students what might happen to rubbish that isn't disposed of in these ways, discuss how we often see litter lying on the ground.
- Using slide 8 explain that sometimes rubbish can end up in rivers and streams and then eventually ends up in the ocean.
- Explain using slide 9 that often plastic ends up in the ocean due to being thrown away or lost by the shipping or fishing industries.
- Ask students to discuss what might happen to the marine life if it comes into contact with this plastic pollution. Explain the dangers of marine plastics pollution using slides 10-13.
- Allow students an opportunity to ask questions and share their thoughts.

Slideshow 3:
Slides 1-13

2
15
mins



Step 2 introduces students to four 'Ocean Heroes' who are paving the way to improve our ocean's health and reduce plastic pollution.

- Display slides 14-17 and talk through what each individual is doing or has done to reduce marine plastics pollution.
- Explain that students should select their favourite Ocean hero and ask them to talk with a partner about why they chose that person.

Slideshow 3:
Slides 14-17

3
20
mins





Step 3 sees students create a portrait of their Ocean hero.

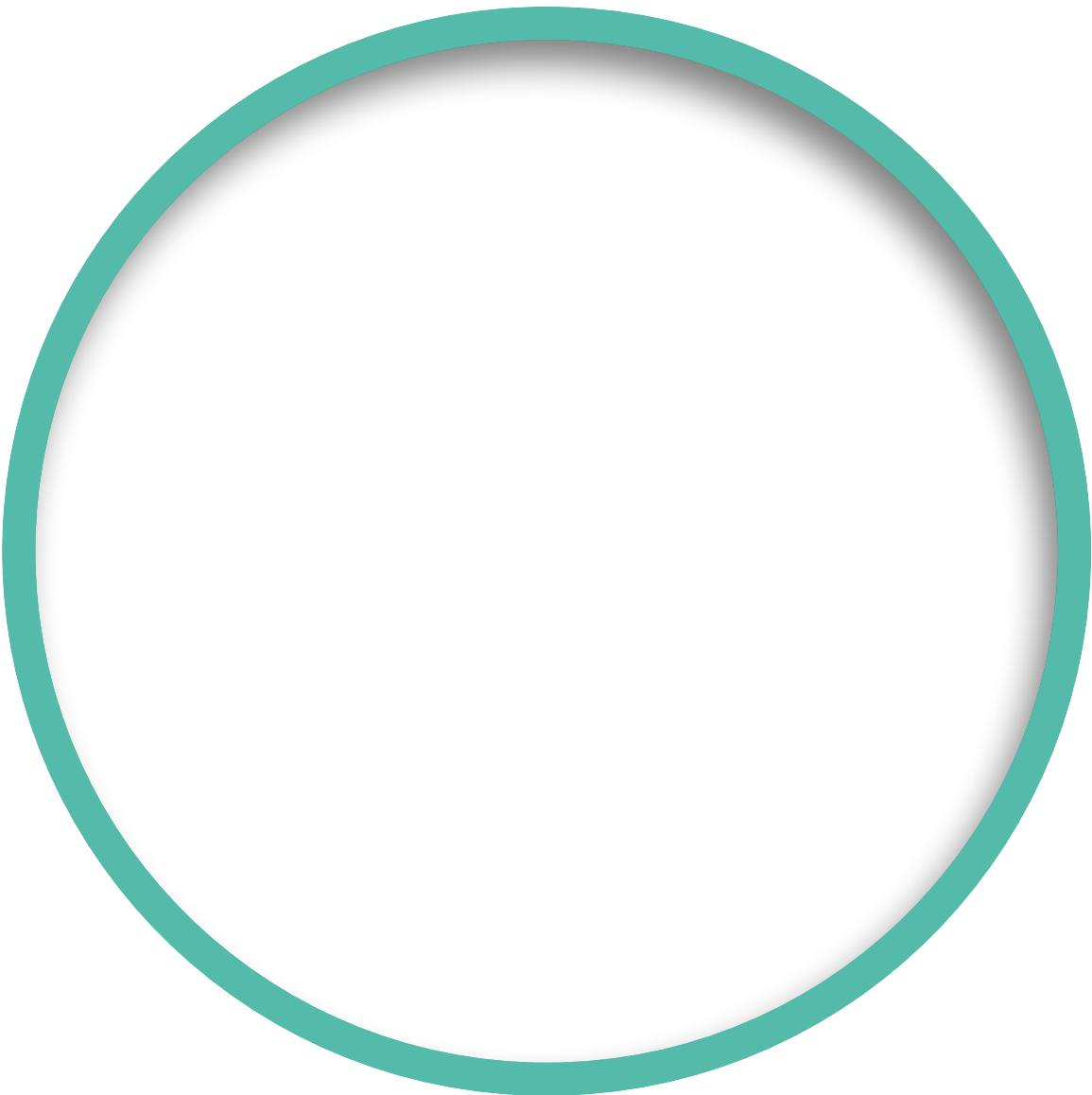
- You may wish to use paints, charcoal, crayons, collage or any other art media. Alternatively, if you have access to laptops or tablets, students could create their portrait using a digital drawing program.
- Once students have created their portraits they should write a sentence (an example of which is modelled on slide 19) naming their hero, explaining what they have done and describing why they chose them.

Slideshow 3:
Slides 18-19

Student Sheet 3a:
Ocean hero portrait

Step	Guidance	Resources
4 10 mins	 <p>Step 4 encourages students to find out what they can do to make a difference to ocean plastics pollution and make a pledge to change one thing.</p> <ul style="list-style-type: none">· Display slide 20 which has some suggestions of what we can do to make a difference to oceans plastics pollution.· Ask students in pairs to discuss what they could do to make a difference.· Students should choose one and write on a post-it-note what they pledge to do.· These pledges can form part of a classroom display and can be reviewed later in the term for students to reflect on their experiences.	Slideshow 3: Slides 20-22
+ 15 mins	 <p>Students pledge to change one thing that will help our oceans such as not using straws or reminding their parents to take reusable bags to the supermarket. Later, students can share their experiences with the class.</p>	

Ocean hero portrait



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