



# **PRESERVING BIODIVERSITY**

## **WORLD OCEAN DAY 2025**

Teacher Resources - Lesson Plan  
Australian Curriculum 9



# AUSTRALIAN CURRICULUM LINKS

## Australian Curriculum (V9) Objectives

### SCIENCE

#### Years 7 & 8 (Stage 4)

[AC9S7H01](#) / [AC9S8H01](#)

Explain how new evidence or different perspectives can lead to changes in scientific knowledge

[AC9S7H03](#) / [AC9S8H03](#)

examine how proposed scientific responses to contemporary issues may impact on society and explore ethical, environmental, social and economic considerations

[AC9S7H04](#) / [AC9S8H04](#)

explore the role of science communication in informing individual viewpoints and community policies and regulations

[AC9S7I08](#) / [AC9S8I08](#)

write and create texts to communicate ideas, findings and arguments for specific purposes and audiences, including selection of appropriate language and text features, using digital tools as appropriate

### DESIGN & TECHNOLOGY

#### Years 7 & 8 (Stage 4)

[AC9TDE8K01](#)

analyse how people in design and technologies occupations consider ethical and sustainability factors to design and produce products, services and environments

[AC9TDE8K02](#)

analyse the impact of innovation and the development of technologies on designed solutions for global preferred futures

[AC9TDE8K04](#)

analyse how food and fibre are produced in managed environments and how these can become sustainable

#### Years 9 & 10 (Stage 5)

[AC9TDE10K01](#)

analyse how people in design and technologies occupations consider ethical, security and sustainability factors to innovate and improve products, services and environments

[AC9TDE10K04](#)

analyse and make judgements on the ethical, secure and sustainable production and marketing of food and fibre enterprises



# AUSTRALIAN CURRICULUM LINKS

## GEOGRAPHY

### Years 9 & 10 (Stage 5)

#### [AC9HG9K02](#)

the effects on environments of human alteration of biomes to produce food, industrial materials and fibres

#### [AC9HG9K04](#)

challenges to sustainable food production and food security in Australia and appropriate management strategies

#### [AC9HG10K04](#)

causes and effects of a change in an identified environment at a local, national or global scale, and strategies to manage sustainability

#### [AC9HG10S06](#)

create descriptions, explanations and responses, using geographical knowledge and geographical tools as appropriate, and concepts and terms that incorporate and acknowledge research findings

## ENGLISH

### Years 7 & 8 (Stage 4)

#### [AC9E7LY01](#)

explain the effect of current technology on reading, creating and responding to texts including media texts

#### [AC9E7LY07](#) / [AC9E8LY07](#)

plan, create, rehearse and deliver presentations for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive and/or analytical, by selecting text structures, language features, literary devices and visual features, and using features of voice including volume, tone, pitch and pace

#### [AC9E8LY02](#)

use interaction skills for identified purposes and situations, including when supporting or challenging the stated or implied meanings of spoken texts in presentations or discussion

### Years 9 & 10 (Stage 5)

#### [AC9E9LA03](#)

examine how authors adapt and subvert text structures and language features by experimenting with spoken, written, visual and multimodal elements, and their combination

#### [AC9E9LY07](#)

plan, create, rehearse and deliver spoken and multimodal presentations for purpose and audience, using language features, literary devices and features of voice such as volume, tone, pitch and pace, and organising, expanding and developing ideas in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical

#### [AC9E10LY07](#)

plan, create, rehearse and deliver spoken and multimodal presentations by experimenting with rhetorical devices, and the organisation and development of ideas, to engage audiences for different purposes in ways



# AUSTRALIAN CURRICULUM LINKS

## MEDIA ARTS

### Years 7 & 8 (Stage 4)

#### [AC9AMA8D01](#)

develop media production skills throughout the production process to construct representations using media languages and media technologies

#### [AC9AMA8C01](#)

design and structure media arts works to communicate ideas, perspectives and meaning for an intended audience

#### [AC9AMA8C02](#)

apply production processes and use media arts concepts to construct representations and produce media arts works that communicate ideas, perspectives and/or meaning for specific audiences using responsible media practice

### Years 9 & 10 (Stage 5)

#### [AC9AMA10C01](#)

design and structure media arts works that examine and communicate ideas, perspectives and/or meaning

#### [AC9AMA10C02](#)

apply production processes and use media arts concepts to construct representations and produce media arts works that communicate ideas, perspectives and/or meaning, and confirm or challenge the expectations of specific audiences

## DRAMA

### Years 7 & 8 (Stage 4)

#### [AC9ADR8D01](#)

develop performance skills relevant to selected drama styles and/or forms

#### [AC9ADR8C01](#)

improvise and devise drama and/or interpret scripted drama, manipulating elements of drama and applying conventions relevant to the style/form

### Years 9 & 10 (Stage 5)

#### [AC9ADR10C01](#)

improvise and devise drama, and interpret scripted drama, using elements of drama and conventions to shape and manipulate dramatic action and convey intended ideas, perspectives and/or meaning

## Cross-Curriculum Priority: Sustainability

### [SS1](#)

All life forms, including human life, are connected through Earth's systems (geosphere, biosphere, hydrosphere and atmosphere) on which they depend for their wellbeing and survival.

### [SS2](#)

Sustainable patterns of living require the responsible use of resources, maintenance of clean air, water and soils, and preservation or restoration of healthy environments.





# LESSON PLAN OVERVIEW

In this lesson for ages 11+ students understand some of the biggest threats facing the ocean, and then do some creative activities which will empower them to find their inner Ocean Superhero.

## Key terms

- Marine biodiversity
- Commercial fishery
- Albatross
- Tori line
- Threats
- Bycatch
- Optimism
- Solutions
- Superhero

## You will need

- Access to the Kahoot Quiz [Preserving Biodiversity in the ocean](#) (Game pin: 003605602)
- Digital or printed copies of case studies from [Preserving Biodiversity in Practice](#)
- Access to the mini-podcast 'Scarecrow Streamers'
- Printed or digital copies of Podcast script (pages 4 & 5)
- Printed copies of Ocean Superhero activity (pages 6-8)



## Key questions

- What are the biggest threats facing the ocean today?
- What are some of the innovations in the commercial fishing industry being implemented to protect marine wildlife?
- How do we feel about these challenges, and these innovations?
- What is my 'Ocean Superhero' identity?

## Class activities

- Students play a Kahoot quiz about marine biodiversity and threats facing the ocean
- Students choose a case study about one innovation in the commercial fishing industry, from around the world
- Students create their own mini-podcasts about the story that they have read
- Students fill out a worksheet to find their inner ocean hero and unique superpowers



# LESSON PLAN



## Starter (10-15 mins)

In this lesson, students will learn about some of the innovations being taken by commercial fisheries around the world, to help to protect ocean life.

### Ocean Match-up

Begin the lesson with a 5-minute Kahoot Quiz [Preserving Biodiversity in the ocean](#) (Game pin: 003605602) in which students learn about all kinds of challenges that are facing the ocean and all kinds of sea creatures. Then discuss as a class:

- Did they know about all of these problems facing the ocean?
- Are these threats specific to individual marine creatures, or lots of them?
- How did the activity make them feel?

## Activity 1 - Preserving Biodiversity: Craft a Podcast (45-60 mins)

Students choose ONE story from the [Preserving Biodiversity in Practice](#) case studies, about innovations in the commercial fishing industry to protect marine wildlife. Students then work in small groups to write a script that summarises the story in a fun and creative way. Finally, students record a mini-podcast episode about that story. Episodes should be 3-5 minutes long, and may tell the story in a new way. For example, they might want to do an interview with a sea turtle, or with a commercial fisher. Students can use a voice memo application or handheld voice recorder, with options to edit cuts, include intro music, or other sound effects on software such as Audacity or Garageband.

Before you get started, listen to this [‘Blue Fish Tick’ mini-podcast](#) (4:33 mins) about an innovation in the South African Hake Trawl Fishery as an example.

### Case studies:

- Keeping Turtles at Sea (Australia)
- “Little deer” help pelicans to thrive (Mexico)
- Sound waves of success - porpoises (UK)
- Sparkling innovation leads to fewer crabs used as bait (Mexico)
- Training to identify and avoid a “living fossil” (Indonesia)
- Teaming up for turtles (La Reunion)
- Saving and surveying silky sharks (Ecuador)
- Sustainable fishing helps fuel birds for migration (USA)

### Now I feel...

Do a survey of hands with students to ask how they feel after learning about these stories. There are no right answers! Ask students if anyone would like to share why they feel - Optimistic / Pessimistic / Uncertain

## Activity 2 - Ocean Superheroes (15 - 20 mins)

Students use the ‘My Ocean Superhero Identity’ worksheet on pages 6-8 to identify what they enjoy doing, and how those unique gifts can be used to help, learn, or connect with to the ocean. Students may like to share their Ocean superhero personas with the class.



# BLUE FISH TICK PRODUCTIONS

**Podcast:**

**Episode No.**

**Date:**

**Written by:**

## **1 HOST 1**

Good morning, and welcome to another episode of the Blue Fish Tick podcast...

## **2 HOST 2**

**3**

**4**

**5**

**6**

**7**

**8**





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# MY OCEAN SUPERHERO IDENTITY

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Class/Group: \_\_\_\_\_

## 1. What Makes Me Super?

Let's find out what **your** special gifts are! Circle or write in the things you enjoy or are good at:

Thinking    Drawing/Art    Speaking    Writing    Photography    Science/Experiments

Caring for animals    Nature walks    Solving problems    Helping others

Building things    Technology/Gaming    Drama/Performance    Sport    Music

Coming up with new ideas    Staying calm and focused

Other super-skills: \_\_\_\_\_

\_\_\_\_\_

## 2. What Do I Care About in the Ocean?

Tick any that matter to you:

☐ Turtles

☐ Coral reefs

☐ Clean oceans (no rubbish!)

☐ Sharks

☐ Sustainable seafood

☐ Plastic pollution

☐ Dolphins & whales

☐ Fishing communities

☐ Sea birds

☐ Ocean animals' homes (habitats)

☐ Climate change and the sea

☐ Helping people learn about the ocean

Other: \_\_\_\_\_





### 3. How Could I Use My Superpowers to Help the Ocean?

Now let's imagine how your talents could protect the ocean. Match your powers to real actions!

My Superpower	How It Could Help the Ocean
Example: Drawing	I could make posters or comics to teach people about plastic pollution.

Need ideas?

- Are you a tech whiz? Maybe you could design an app or game about ocean creatures.
- Love speaking? Maybe you'll give a talk or make a video to teach others.
- Great at helping? You could join a beach clean-up or care for marine animals.

### 4. My Ocean Superpower Is...

Now imagine yourself as an Ocean Superhero. Answer the following prompts:

My Superhero Name: \_\_\_\_\_

My Power (what I do best): \_\_\_\_\_

How I use it to help the ocean:

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### 5. My Pledge as an Ocean Superhero

Write one promise or goal you have to help protect the ocean.

"I promise to \_\_\_\_\_

because I care about \_\_\_\_\_."





## 5. Draw Your Ocean Superhero!

What do you look like as a marine superhero? Do you wear a wetsuit? Have flippers? Can you talk to turtles?

