



Teacher's Guide

WORLD OCEAN DAY
TEACHING GUIDE AND
WORKSHEETS



Recycle me

NESA Syllabus Objectives

Cross-Curriculum Priority: [Sustainability](#)

Stage 3 - Geography

These curriculum references are based off the [NESA Geography K-10 Syllabus](#)

- **ACHGS034, ACHGS041**
Collect and record relevant geographical data and information, using ethical protocols, from primary data and secondary information sources, for example, by observing, by interviewing, conducting surveys, or using maps, visual representations, statistical sources and reports, the media or the internet
- **ACHGS035, ACHGS042**
Evaluate sources for their usefulness
- **ACHGS035, ACHGS042**
Represent data in different forms, for example plans, graphs, tables, sketches and diagrams
- **ACHGS038, ACHGS045**
Present findings and ideas in a range of communication forms as appropriate
- **ACHGS039, ACHGS046**
reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge and describe the expected effects of their proposal on different groups of people
- **ACHGK028**
Investigate how the natural environment influences people and places
- **ACHGK029**
Investigate how people influence places

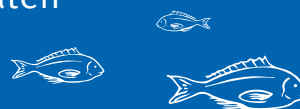
Outcomes

- **GE3-2**
Explains interactions and connections between people, places and environments
- **GE3-3**
Compares and contrasts influences on the management of places and environments
- **GE3-4**
Acquires, processes and communicates geographical information using geographical tools for inquiry

For ACARA Australian Curriculum references, see the [Australian World Ocean Day Teachers Guide](#)



How can we achieve a #BigBlueFuture? A billion people around the world rely on fish as their main source of animal protein, and one in 10 of us around the world relies on fishing for their livelihood. But almost a third of global fish stocks are overfished, and marine pollution, bycatch and climate change threaten the biodiversity of our oceans.



Our ocean: How do we get the balance right between life and livelihoods?

World Ocean Day is celebrated around the world on 8th June each year. This World Ocean Day, learners can investigate this big question using this learning resource, set out as a geographical enquiry and enabling learners examine a variety of sources, data and perspectives to help them develop their viewpoint and share it. In critically evaluating the resources they use, learners will be able to comment on whether they trust them, and discuss and reflect on what makes a resource trustworthy.

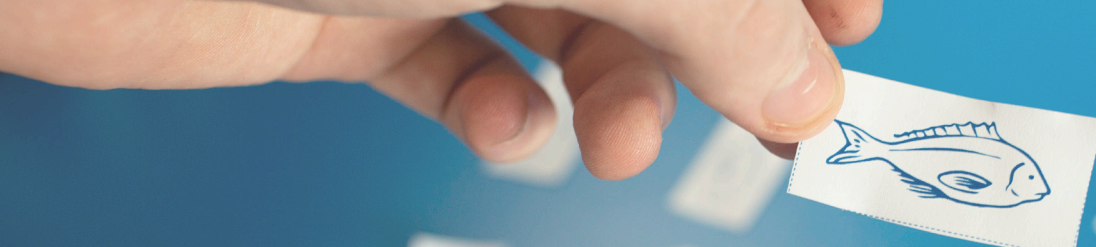
The resources can also be easily adapted to fit into a single lesson or shorter time – see the table below. The resources are suitable for learners aged 10+ in Geography.

Learning objectives

- Learners work together to investigate a contemporary issue in Geography, thinking geographically to tackle a complex systems issue from different perspectives
- Learners improve their understanding of how human processes can influence and change the ocean environment, and how human activity relies on effective functioning of the ocean system
- Learners use their justified reasoning skills, critical evaluation skills, problem-solving skills, teamwork and communication skills

Key terms and concepts

Biodiversity	Food security	Overfishing
Climate change	Illegal, unreported and unregulated (IUU) fishing	Quotas
Coral bleaching	Invasive species	Population
Economic growth	Livelihoods	Sustainable development goals
Ecosystem	Marine pollution	Sustainable fishing
Fishery	Ocean acidification	
Fish stocks		

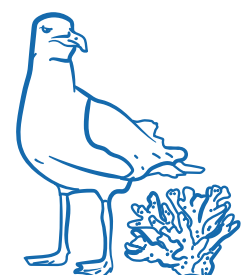


Resource list

- [World Ocean Day PowerPoint](#)
- Diamond Ranking worksheet – one sheet per group (each group will need a pair of scissors)
- Enquiry Sources – one list per learner (there are three options, each learner will need one option)
- Enquiry Worksheet – one to three per learner
- [Bank of photos](#) (optional)

How to use these resources

IF YOU HAVE....	WHY NOT TRY...	USING...
AROUND 20-30 MINUTES	<ul style="list-style-type: none"> • Starter: the role the ocean plays in our lives • Diamond Ranking activity 	<ul style="list-style-type: none"> • World Ocean Day PowerPoint • Diamond Ranking worksheet
AROUND 60 MINUTES	<ul style="list-style-type: none"> • Starter: the role the ocean plays in our lives • Main activity: The big question enquiry 	<ul style="list-style-type: none"> • World Ocean Day PowerPoint • Enquiry Sources • Enquiry Worksheet
AROUND 100 MINUTES+ (including independent or home study)	<ul style="list-style-type: none"> • Starter: the role the ocean plays in our lives • Diamond Ranking activity • Main activity: The big question enquiry • Plenary: what's the answer to the big question? • Diamond Ranking activity • Homework / extension 	<ul style="list-style-type: none"> • World Ocean Day PowerPoint • Diamond Ranking worksheet • Enquiry Sources • Enquiry Worksheet





Starter: the role the ocean plays in our lives (15 mins)

Using the [World Ocean Day PowerPoint](#), show learners slide 2, or slides 3-10 on screen, the selection of eight photos - and ask them to silently choose one. Alternatively you could [download](#) and print out the eight images for learners to look at individually or in groups. Ask some learners to share the reason for their choice. Learners could vote to find out the class favourite and paste this photo into slide 11.

If you have time and want to encourage learners to give reasons for their choice and present rationales to each other, learners choose their favourite and then discuss their choice with a partner. Then they choose the one they prefer. Then return to a class vote.

Using slide 11, ask learners questions - they could discuss in pairs or as a whole class.

Show slide 12. What can learners see in the photos? How do they feel about it?

Show slide 13. Getting the balance right for our ocean between life and livelihoods is a big global challenge. Learners could work in small groups to select one question and discuss it briefly, then feed back to another group or the whole class.

Use slide 14 to show learners one short video (1min/3mins) and follow up with the comprehension question.

Diamond Ranking activity (15 mins - optional)

If you have time, ask learners to work in pairs or small groups to complete the Diamond Ranking Worksheet. Groups rank different 'ocean protection' actions as to how effective they think they might be – discussing aspects such as how easy, realistic or meaningful those actions might be, relative to each other. They arrange the different actions into a diamond shape, with their preferred action at the top and the least preferred right at the bottom. They then share their top action and the reasons why they think it would be effective with the rest of the class.

Main activity: The big question enquiry (20-40 mins)

Show slide 15 for learners' reference.

Our ocean: How do we get the balance right between life and livelihoods?

Learners get into small groups depending whether they want to look at the question from the perspective of

- Life
- Livelihoods, or
- Balance

Provide each group with the relevant Enquiry Sources list, and copies of the Enquiry Worksheet. Each group will use a slightly different set of sources and data, completing an Enquiry Worksheet for each video, article or data source they use and evaluate.

Depending how much time is available, learners could look at each resource together then complete an Enquiry Worksheet. Alternatively, each learner could choose one resource to look at and complete the Worksheet on their own, then discuss as a group.



Plenary: sharing viewpoints (40-60 mins)

After completing their enquiry, using slide 16 of the World Ocean Day PowerPoint, learners work in their small group to create and share their viewpoint on the big question:

Our ocean: How do we get the balance right between life and livelihoods?

Depending how much time the class has, they could either share their viewpoint in class, or make a plan or rough draft of one or more of the following to communicate their viewpoint:

- Poster mock-up
- Podcast plan
- Infographic mock-up
- Script, storyboard or drama 'sketch' for a 15-second video
- Mock-up for a social media post
- Idea for an artwork

Groups share their viewpoints. Follow up with some discussion questions.

- Are all the viewpoints the same?
- Do the groups agree with the findings of each other's groups?
- What does it say about this challenge, that there are different viewpoints and advice?

Diamond Ranking activity (15 mins - optional)

If you have time, complete the Diamond Ranking Worksheet activity (again) – there are blank squares for groups to add their own ideas about how we can get the balance right between life and livelihoods. Groups share their top ideas for how to get the balance right – if they are repeating the activity, they can also share if they have changed their minds.

Extension / homework ideas

- Learners could complete some or all of the enquiry task as independent learning
- Learners could do independent research and recommend resources, articles, videos or datasets that they found useful
- Learners could turn their viewpoint plans into an output to share. You could share them via your school's social media account using the hashtag #BigBlueFuture
- Learners could take the project further by focusing on a particular challenge in ocean sustainability, e.g. climate change, ocean pollution or illegal fishing