

Section 5- Pressures on our seas



Activity 1

Once upon a tide

Watch '[Once upon a tide](#)', a nine minute award winning animation on the pressures on our oceans.

To illustrate how over 70% of our world is taken up by seas; play a ball game with an inflatable globe. Pass the ball around to music and when the music stops the child with the globe observes where their thumbs are on the globe. Continue passing the ball to music and observing where the globe is held when the music stops. A chart could be done on the board to record how many times the thumbs are on the sea and how many times they're on land. It should become clear that the world is made up of mostly oceans.

Gather children's ideas on how we impact on our seas. Consider whether what we eat has an impact, where our rubbish goes and how it can end up in the ocean, our use of energy. Brainstorm in groups and share. Make a list of pressures on our seas.



Activity 2 P

Pressures on our seas- An enquiry based approach

Children follow an enquiry based approach, in groups or with a partner, on their chosen sea pressure e.g. What is over fishing? Why does it matter? What can we do about it?

- Where can we find the answers to these questions and who could help us?

- How aware are others in the local community about this issue? How can we find out? How can we raise awareness?
- What will the situation look like in the future if we do nothing?

The activities which follow will help with this enquiry. On completion the children could prepare a presentation, piece of drama or other, to deliver to an audience.



Activity 3

Photo activity

Provide each group with one of the sea pressure pictures. They can stick the picture to a large sheet of paper and write sentences or any questions they have about their picture around it. Share with class. Research answers to questions they may have.



Activity 4

Five pressures on our seas

Research these pressures and use the words provided to compose sentences. Prepare a short presentation for others.

<http://saveourseas.com/threats>

Activity 5 W

Marine animal role play cards

Give pairs of children a marine animal role-play card. Allow them time to practice their role before carrying out a hot seating activity. Write speech bubbles for the animals.



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Activity 6

Marine Protected Areas

- Find out about Marine Protected Areas (MPAs), and identify on map of UK. Plot them on a map along with No Take Zones (NTZ). Create a key.
- Identify the Lamlash Bay No Take Zone on Arran map and plot the proposed MPA in the south of Arran.
- Explore how people can make a difference and bring about change.
- Interview COAST members to find out how they campaigned to get the No Take Zone and what they are doing now.

Key questions

- How will it affect us if we do nothing?
- Who benefits/loses?
- Who makes the decisions on these kinds of things?
- Can we or others influence them and how?

There is scope in this section for looking at how our democracy works. How we can use it to bring about change, for example writing to councilors, MPs. Sustainable fisheries educational resource pack, Investigating overfishing key stage 2 science, includes some practical investigations to illustrate different fishing methods.

www.digitalexplorer.com/resources Choose

resource collections - sustainable fisheries pack.

- Is the fish we eat in the school canteen sustainably fished? Write letters to find out and also to request that fish comes from sustainable sources.
- Visit to supermarket to see if we can find fish with the MSC (Marine Stewardship Council) logo or other logos? Write letters to the supermarket asking if their fish come from sustainable sources and also for more sustainable fish to be stocked.
- Design own logos.
- Create leaflets, posters, images to get the message across.
- Research other similar charities, individuals, or pressure groups which have brought about some kind of change.



Activity 7

Role play/drama different opinions on MPAs

Pupils have to imagine they're at a public meeting held in the Brodick community hall. Each pupil takes a role (only one can be the chair, but others can double up if necessary). Each pupil would research their character and the proposed Marine Protected Area and plan their arguments. They need to work on features of arguments such as language e.g. first of all..... in additionon the other hand.....

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some people believe..... in spite of this..... etc. Work could be done on recognising bias and opinion in texts/presentations.

Background Information- Arran Marine Protected Area

In 2008 Scotland's first No Take Zone was created at the northern end of Lamlash Bay. A No Take Zone is an area of sea and seabed from which no marine life can be removed by any method, allowing the number of creatures and habitats to recover. The latest proposal is for a Marine Protected Area to be established stretching from Lamlash Bay round to Blackwaterfoot. A Marine Protected Area is a protected area of sea where only a limited amount of fishing would be allowed. MPAs will protect important marine habitats and wildlife, as well as features of cultural importance such as shipwrecks and submerged landscapes.

Activity 8a & b



Beach clean



The following will help the children to feel that they can be proactive and do something to help solve problems in the environment. Allow children to plan their own beach clean-up. They could be involved in planning such things as:

- Identifying the beach they wish to work on and contacting the people
- Responsible for the beach to let them know what they intend to do.
- Request litter pickers from the local council.
- Choose a date and ask friends, parents, to come and help, (need to

let them know what to bring. E.g. gloves, bin bag.)

- Carry out their own risk assessment

After the beach clean they could write a small article for the local paper and send it in along with photographs. How did they feel after they had cleaned up the beach?

Did they plan the event well? What would they do differently if they did it again? Consider how to make people more aware.

Art activities - Use found items, recycled items from home, to create sculptures or other useful things. Encourage children to see something as being like something else. For example, turn a plastic litre milk carton upside down, the handle could be the nose and two eye sockets appear on either side. Explore other recycled objects in the same way.

Look at the work of David Kemp. www.davidkemp.uk.com "I make things out of things, big things, little things, old things and new things. I like to recycle things, and find new uses for things that have been thrown away. Some things say something about their surroundings, and other things become something else."



Activity 9

What can we do?

Make a list of things we can do to help ease the pressures on our seas. Children think of

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five things they can do now. Draw around their hand and write one thing they could do at the end of each finger.

Make a list of five things others could do: school, parents, councils, governments. Draw around their other hand and write one thing on the end of each finger.



Activity 10



Work of a marine biologist

Research the work of marine scientists both in the past and present.

[Watch this short interview](#) with Jenny Stark, a marine biologist and educator, where she explains what inspired her to follow this career path.

The pupils could go on to form their own interview either someone from COAST, a volunteer or a student currently working for COAST, to find out what motivated them to follow this career and what their day to day work entails.