**Living Blue: Marine Reserves**
Games – Lesson Plan



**Learning Outcomes:**Reinforce key topics and concepts from other lessons
in relief teacher’s kit

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| **Activities:** Food tug web Consequence wheel activity sheet and resource sheetsWhat’s the problem? tableSnapper kina game DM-921152First impressions sheetsWho am I? Versions 1 and 2Everything is connectedThe Something GameMarine tribesDolphin and FishMarine scavenger hunt | **Resources:** Consequences wheel activity sheetSpecies labelsHoola hoopSomething sheet – DM1136861PaperPencilsPegsWhistleMarine foodweb cardsWool |

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| **Activity** | **Teacher Instructions / Student activity** | **Resources** |
| **Snapper kina game** | DM 921152 | Whistle |
| **Marine foodweb game**  | DM665905 | Marine foodweb cardsWool |
| **Consequences wheel** | DM1136949 | Consequences wheel activity sheetsPencils |
| **The Something Game** | In small groups students have 20 minutes to research and draw a sketch map of a marine environment and include items that fit the following descriptions: fragile, old, prickly, dependent on something else, not natural, dead, a home, foreign, food, protected, wet, alive, colourful, habitation, breakable, unusual, exotic, unnecessary, miniature, smelly, squashed, living on dead things, hungry. | Paper, pencils, Something sheet |
| **Who am I? – version 1** | Leader or student reads out some clues about a particular animal/plant/thing in the marine environment and students guess what it is. Students put finger on nose when they know what it is. | Species labels |
| **Who am I – version 2** | Each person in the class is given a card with a picture of a marine organism. This card is pegged onto someone else’s back so everyone in group has a card pegged onto their back. Then they move around the group asking ‘yes/no’ questions to find out what they are. Once they have correctly guessed what they are they can peg the card onto their front. The card also has a description on its reverse so when the group have finished they get into a circle and use the description to explain a bit about who/what they were. This can be followed by the activity Food web tug. | Species labelsPegs |
| **Marine Scavenger Hunt** | Split into two teams. Leader from one team says a letter of the alphabet and a time limit e.g. 5 mins. Teacher is timekeeper. Both teams write down as many different items beginning with that letter and related to the marine environment as possible. The team with most different items wins. | PaperPencilsWatch |
| **Everything is Connected** | Reinforces concept of inter-connectedness and interdependency. Two teams. Members of each team join hands in a circle with the hula hoop hanging from one person’s arm. When play begins the person with the hoop must step through it and pass it to the next player without letting go of his teammates’ hands. The next player then does the same thing. The team that gets the hoop back to the starting player wins. | Hoola hoop |

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| **Marine Tribes** | Students split into groups and are designated an area of the marine environment e.g. rocky shore, the deeps, kelp forest, marine reserve, fishing grounds. They have 15 minutes to present a welcoming ceremony and a symbol that represents their tribe and the environment they are in. No English is to be used! | PaperPencils |
| **Dolphin and Fish** | Group brainstorms how dolphins catch fish (echolocation). Group forms a net by standing in a circle at arms length from each other to stop the dolphin and fish escaping. One person is a blindfolded dolphin and 1-2 others act as fish. As the dolphin calls “eeee, eee” the fish reply with a soft “bubble” sounds. Dolphin “catches” fish by tagging them. Caught fish swap out with someone else in the surrounding circle. More dolphins and fish can be added at any stage. Finish the game by having dolphins, fish and net describe how they felt in their roles.  |  |
| **Statues** | In groups of different sizes – determined by kids, different marine ‘statues’ are created e.g. dolphin, starfish, whale, kelp forest. Rest of class try to identify the species involved. Group have to explain to rest of class if their identity can not be guessed.  |  |