

Our ocean in crisis



Age 14-16



60 minutes

Curriculum links

- Identify scientific evidence that has been used to support or refute ideas or arguments
- Analyse and interpret different information

Resources



Slideshow 3:
Our ocean in crisis



Student Sheet 3a:
News articles

Student Sheet 3b:
Ocean hero profiles

Student Sheet 3c:
Career profile



Gallery:
Marine plastic pollution



Subject Update:
Learn more: Marine plastics

Subject Update:
Learn more: Marine plastics facts and figures

Extension or home learning

Students keep a record of how they have managed to fulfil their pledge over the next week i.e. not using straws or encouraging their parents to take reusable bags to the supermarket.

Lesson overview

In this lesson students will consider some of the myths in the media relating to ocean plastics by completing a true or false activity. They then analyse different news reports considering the motivations different organisations and media outlets may have. Students conduct research about an 'Ocean hero' and create a detailed career plan to emulate the achievements of their chosen hero. The lesson concludes with a class discussion about the changes they can implement in their lives which could make a difference to the levels of marine plastic pollution.

Lesson steps

Learning outcomes

1. Ocean plastic pollution (5 mins)

Students take part in a whole class discussion about ocean plastics pollution, share what they already know and consider where that information comes from.

- Review prior knowledge of ocean plastic pollution

2. True, false or uncertain (10 mins)

Students to play a game of true, false or uncertain where they are presented with a 'fact' and must discuss with their partner whether it is true, false or uncertain.

- Identify facts about ocean plastic pollution

3. Media coverage (20 mins)

Students read a variety of news reports and working in pairs they analyse the reliability of the news report and the source.

- Analyse a variety of information about ocean plastic pollution

4. Ocean heroes (20 mins)

Students are allocated an 'Ocean hero' to research. They then write an essay evaluating the importance of their work.

- Evaluate the work of a 'Ocean hero'

5. Pledges (5 mins)

Students investigate what they can do to make a difference to plastics pollution and write a pledge to share on a classroom display.

- Share knowledge and understanding through making a pledge

Step Guidance

Resources

1
5
mins



Step 1 introduces students to the concept of ocean plastic pollution and encourages a class discussion around what students have seen or heard in the media.

- Display slide 3 and ask students to talk in pairs about what they have heard about ocean plastics pollution.
- Students share their ideas, mind-map on the board.
- Look at Gallery: Marine plastics pollution which demonstrates the dangers of plastic pollution to marine life.

Slideshow 3:
Slides 1-4

Gallery:
Marine plastic pollution

2
15
mins



Step 2 involves playing a game of true, false or uncertain and asks students to reflect on why certain ideas might be promoted or embellished.

- Display slides 5-23, read aloud the popular 'fact' on each slide. Ask students to vote with a show of hands whether they think this 'fact' is true, false or uncertain. You may need to elaborate on what is meant by uncertain, explaining that in some cases we simply don't know the answer, or that there is not enough evidence to support it.
- After students have voted, reveal the following slide which has the truth of the 'fact' explained in more detail. Allow students time to respond to each point.
- As you go through the slides ask students to think about who might benefit from that 'fact' becoming a mainstream idea.
- Help students understand that the motivation might be benevolent and charitable, or it might be due to an economic interest. Explain that understanding the source of information is crucial to making informed decisions. They should use their critical thinking skills whenever they are presented with facts to consider the validity of the source.

Slideshow 3:
Slides 5-23

3
20
mins



Step 3 asks students to consider the practices used by the media to convey their messages and achieve their aims.

- In pairs students read the news articles on Student Sheet 3a.
- They then write a paragraph analysing each of the news articles. They should assess the reliability of the information, conclude what they think the aim of the article is and make a note of the practices used within the article such as persuasive language, numerical data, sensational headlines etc.

Slideshow 3:
Slides 24-27

Student Sheet 3a:
News articles

Step Guidance

Resources

4
15
mins



Step 4 introduces students to five 'Ocean heroes' who are paving the way to improve the health of the ocean and reduce plastic pollution.

- Display slides 28-32 which give a brief summary of each of the 'Ocean heroes' and their work.
- Using Student Sheet 3b and tablets or laptops to complete research, students write a career plan necessary to emulate the achievements of their 'Ocean hero'.
- Students should consider what A-Levels a person would need, what undergraduate course they should complete, and consider whether a postgraduate degree would be necessary. Ask students what other skills might be required?

Slideshow 3:
Slides 28-31

Student Sheet 3b:
Ocean hero profiles

Student Sheet 3c:
Career profile

5
5
mins



Step 5 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.

- Display slide 32 which has some suggestions of what we can do to make a difference to ocean 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 to make a difference.
- 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 32-35

H/L
30
mins



Students keep a record of how they have managed to fulfil their pledge over the following week i.e. not using straws or encouraging their parents to take reusable bags to the supermarket.