



Teacher Resource

Ocean Treaty

Focus Questions

Discuss the BTN story as a class and record the main points of the discussion. Students will then respond to the following:

1. Which organisation set up the High Seas Treaty?
2. How many countries have agreed to the High Seas Treaty?
3. What percentage of the earth is ocean?
 - a. 50%
 - b. 70%
 - c. 80%
4. Why is the treaty being set up?
5. What impact do people have on marine ecosystems? Give two examples.

Activity: Class Discussion

Discuss the BTN Ocean Treaty story as a class. Ask students to record what they know about our oceans and how we depend on oceans. What questions do they have? Use the following questions to help guide discussion:

- What are the high seas?
- Why did the UN set up a treaty to protect the high seas?
- What are some threats to our oceans?
- What can be done to protect our oceans?
- Why is protecting our oceans important?



Activity: Questions and answers

Are you curious about the ocean? Students will make a list of questions they have about the ocean and how it is important to people and the environment. Students will use the internet to find answers to their questions.

What are the high seas?

How can we look after our oceans?

EPISODE 6

14th March 2023

KEY LEARNING

Students will develop a deeper understanding of our relationship with the ocean and why it is important to protect it.

CURRICULUM

Science – Year 4

Living things depend on each other and the environment to survive.

Living things depend on each other and the environment to survive.

Science knowledge helps people to understand the effect of their actions.

Science – Year 5

Living things have structural features and adaptations that help them to survive in their environment.

Science – Year 6

The growth and survival of living things are affected by physical conditions of their environment.

Science – Year 7

Classification helps organise the diverse group of organisms.

Geography – Year 5

The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places.

The environmental and human influences on the location and characteristics of a place and the management of spaces within them.

Activity: Research project

Discuss the information raised in the BTN Ocean Treaty story. What questions were raised in the discussion and what are the gaps in students' knowledge? The following KWLH organiser provides students with a framework to explore their knowledge on this topic.

What do I <u>know</u> ?	What do I <u>want</u> to know?	What have I <u>learnt</u> ?	<u>How</u> will I find out?

Students will develop their own question/s to research or choose one or more of the questions below.

- How do we use our oceans? Make a list of the ways people use the ocean. Think about how we use the ocean for food, shipping, travel, tourism, mining, medicine, and fishing.
- Why is the ocean important to Aboriginal and Torres Strait Islander people? Find an example which shows Indigenous peoples' strong connection to and knowledge of the sea. For example, using tidal fish traps to live sustainably off the waters. Refer to this [website](#) to learn more.
- What are the high seas? Write a definition and then explain to a classmate.
- What is the difference between an ocean and a sea? Identify each of the 7 main seas and 5 oceans and mark on a world map. What percent of the earth is oceans and what percent are high seas?
- What are some threats to our oceans? (For example, plastic pollution, noise pollution, over fishing, seabed mining). Choose one to explore in more detail and create a fishbone diagram to highlight the cause of the problem and its effects.
- Why should we protect our oceans? Write a persuasive piece of writing explaining your reasons.
- How can we help protect our oceans? Identify some of the threats and then suggest some ways that people can help protect our oceans. Design a poster to raise awareness about the importance of our oceans.

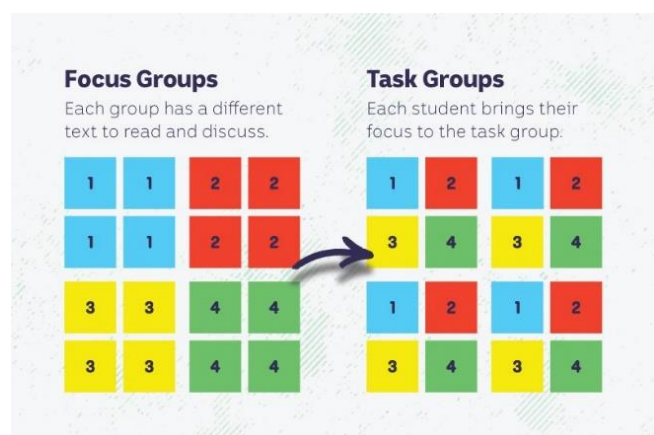
Activity – Jigsaw learning

In this activity students will work cooperatively to learn more about the different marine habitats around the world. Each group will become experts and then share what they have learnt with other students.

1. Form Groups

Divide the class into 4 x Focus Groups. Each Focus Group will be assigned a different type of marine habitat to investigate and become experts. Below are some examples, or select from this list of [Marine Ecosystems](#):

- Estuaries
- Coral reefs
- Mangroves
- High seas



Each group will need to decide how they will collect and communicate the information they find during their research.

2. Research

Each Focus Group will respond to one or more of the following questions to become experts:

- What does the habitat look like? Describe its characteristics. Find pictures that illustrate these features.
- Where can this type of marine habitat be found in the world? Give examples.
- Identify animals and plants in the ecosystem.
- What are some adaptations that help these animals survive in this habitat?
- How are people helping to look after this marine habitat? Give an example where this type of habitat has been protected.
- If this habitat can be found in Australia's territorial seas, what connection do Aboriginal and Torres Strait Islander people have to this environment?
- Think of an interesting way to teach other students about this marine habitat. You could illustrate an aspect of the habitat or create a diorama.

3. Share

Mix the Focus Groups to form Task Groups (Task Groups include one student from each of the Focus Groups) to share the information they have collected. Students will share the information they have collected and learn from one another.

4. Reflect

Students will reflect on the activity by responding to one or more of the following questions:

- What did you enjoy about this investigation?
- What did you find surprising?

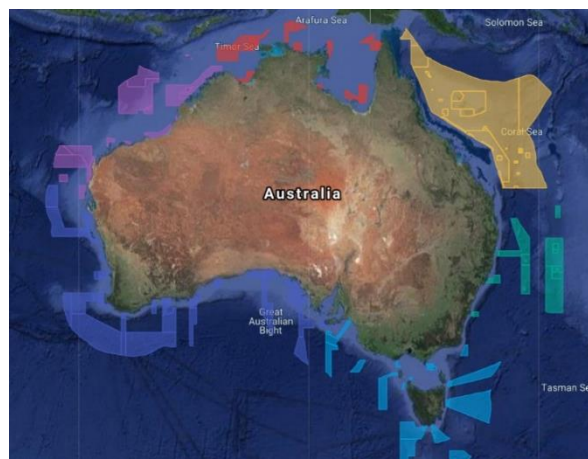
Activity: Australia's marine parks

Students will go on a virtual diving expedition using [Google Maps](#) to explore the world's oceans. Students will explore a range of areas including Australia's [Great Barrier Reef](#) and the [Galapagos Islands](#). Students will then focus their underwater exploration around Australia and choose one location to explore in more detail. Students may want to explore Australia's marine parks using this [interactive map](#). See below for a list of possible areas of exploration:

- The Great Barrier Reef
- The Perth Canyon
- Lord Howe Marine Park
- Arnhem Marine Park

Once students have chosen an area to explore, they will respond to (one or more) the following:

- Describe the region and include a detailed map.
- What is the depth range and/or average depth of the area?



[Australia's Marine Parks - interactive map](#)

- What type of habitats can be found in this region? Describe.
- What are some of the unique features of this region? For example, coral reefs, seagrasses, or mangroves.
- What species live in and rely on the habitats in this region?
- Choose one species in the region to investigate in more detail and create a creature feature about the species.
- Have any exciting marine discoveries been made in the area? Explain.
- Create a did you know using your research.
- Create a diorama of the region.

Useful Websites

- [High Seas Treaty](#) – BTN Newsbreak
- [United Nations secures High Seas Treaty protecting 30 per cent of world's oceans](#) – ABC News
- [Connections with the Sea: First Nations](#) – Museum
- [Protect Our Oceans](#) – WWF
- [World Oceans Day: What is it?](#) – Newsround
- [Attenborough's message for World Oceans Day - "The ocean and us"](#) – BBC Earth
- [Ocean Education](#) – National Geographic