

Educator's
Guide'

GENERATION OCEAN

Be in with a
chance to win
a trip to Aarhus
Denmark for
you and your
learners! See
inside for more
details!

JOIN THE RACE TO PROTECT OUR INCREDIBLE BLUE PLANET





COMPETITION!

Are your learners passionate about inspiring positive action for the ocean?
Would you like to help them connect with their local community and environment?

The Ocean Race has an exciting opportunity to engage your learners on these topics, with the chance to win a trip to Aarhus, Denmark! One teacher and 3-4 learners could join us when the Race sails into the city in May 2023.

HOW TO ENTER:

- ▶ Form teams of 3-4 learners.
- ▶ Each team needs to develop a project that answers the question:
'How can we increase awareness and understanding of ocean rights in our community?'
- ▶ Use the Project Guide on page 13 to support your learners.
- ▶ Make a 2-3 minute video that outlines the project.
- ▶ Send us your feedback on the programme and submit your entry [here!](#)
- ▶ Teams will be judged on how their project answers the question and how well they communicate this through the video.

WELCOME ABOARD THE OCEAN RACE LEARNING!



We are 'Racing with Purpose' by placing sustainability at the heart of the Race, focusing on taking action to help restore ocean health, and asking everyone to work together for the ocean. Our learning programmes connect learners with the United Nations Sustainable Development Goals (SDGs) that aim to 'transform our world' by 2030. It has never been more urgent to act on restoring ecosystems. They support all life on Earth. The UN Decade on Ecosystem Restoration looks at every continent and the ocean and aims to prevent, stop and reverse the degradation occurring in ecosystems. This will only happen if everyone plays their part.

These resources are supported by 11th Hour Racing, a premier partner of The Ocean Race and founding partner of Racing with Purpose and the sustainability programme.

INCLUDED IN THIS GUIDE:

- ▶ Suggested lessons that complement the magazine-style booklet, 'Generation Ocean; Join the race to protect our incredible blue planet'
- ▶ Extension tasks that build upon the knowledge and skills in the lesson activities
- ▶ A step-by-step guide to developing a project that can be used in conjunction with 'Generation Ocean; Join the race to protect our incredible blue planet' to support content building, awareness and application of key ideas and issues
- ▶ Extra resource links (articles, videos, websites) that help support the lesson activities, extension tasks and projects

THE BENEFITS OF USING THESE LESSON ACTIVITIES AND PROJECT-BASED LEARNING IN YOUR CLASSROOM ARE FAR-REACHING.

- ▶ Learners are able to turn their knowledge into action
- ▶ There are authentic opportunities for learning
- ▶ Interdisciplinary learning is supported
- ▶ Learners are more engaged
- ▶ The skills learned are transferable to different situations
- ▶ Learners develop a sense of agency over their own learning experience
- ▶ There is an increase in civic and social responsibility
- ▶ Stronger links to local communities are formed
- ▶ 21st Century skills are developed, practised and applied



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TEAMWORK

01

Learners will:

- ▶ Develop an understanding of teamwork and the skills needed to work as an effective team member
- ▶ Consider the different types of teams that exist in society
- ▶ Begin to understand how sailors work together as part of a team competing in The Ocean Race
- ▶ Listen to general ideas and specific information
- ▶ Organise and share information and ideas

Skills developed:

- ▶ Communication
- ▶ Active listening
- ▶ Taking turns in discussion
- ▶ Reflection

Time plan (based on a 60 minute lesson)

- ▶ 00:00 – 00:15 mins: Brainstorming
- ▶ 00:15 – 00:25 mins: Discussion
- ▶ 00:25 – 00:50 mins: Teamwork at sea
- ▶ 00:50 – 00:60 mins: Reflection

Materials Videos

- ▶ **40 years of The Ocean Race:**
youtu.be/kyyodcrSP4M
- ▶ **Mad skills:**
youtu.be/HxgXE6k99EY
- ▶ **Teamwork:**
youtu.be/BF6BxK5LuN4
- ▶ **Meet the crew- Anna Luschan:**
facebook.com/wat-ch/?v=176291007758109

Teamwork

Brainstorming (15 mins)

1. In pairs, ask learners to draw a three-column table in their notebooks with the following headings;
 - ▶ *What is a team?*
 - ▶ *Why is it important to be part of a team?*
 - ▶ *What skills are needed to be an effective team?*
2. Give pairs five minutes to brainstorm their ideas in all columns.
3. As a group, share ideas. This could be completed on the board, or poster paper.

Discussion (10 mins)

1. Facilitate a short class discussion, using the following prompts;
 - ▶ *What teams are you part of?*
 - ▶ *Are there many teams in your community? What type of teams are they?*
 - ▶ *Do you feel it is important for you to be part of a team? Why/why not?*
 - ▶ *What skills do you feel confident in? What ones do you need to develop more?*
 - ▶ *Can you give any examples of good teamwork in your community?*

Teamwork at sea (25 mins)

1. Introduce learners to teamwork at sea by showing them a series of videos from The Ocean Race teams. These could be watched one-by-one as a whole class, or learners could watch in small groups using tablets or phones.
2. Before watching the videos, refer back to the table created in the Brainstorming activity. Ask learners to select a different coloured pen/pencil to the one used in that activity. As they watch each video, ask them to make notes under each column based on the information they see and hear (using the different coloured pen/pencil). They can also create a 4th column to note down any other interesting/new pieces of information they learn from the videos.

Reflection (10 mins)

1. Discuss the additions made to the table in pairs.
2. Use the following reflective prompts to guide discussion:
 - ▶ *Why is effective teamwork important for sailors in the Race?*
 - ▶ *In what ways do the teams work well together?*
 - ▶ *Are there any specific skills at sea that teams need to compete well?*
 - ▶ *How do the teams work together for the ocean?*

Extension task Team research

- ▶ Select a team competing in the next edition of The Ocean Race and produce a report/poster/video about;
- ▶ The mission of the team
- ▶ Team roles
- ▶ How they work together
- ▶ Team values
- ▶ How they are working together to protect the ocean



OCEAN CONNECTIONS

02

Learners will:

- ▶ Engage in group discussion
- ▶ Develop communication, collaboration, critical thinking and creativity skills
- ▶ Practice building consensus
- ▶ Practice problem solving

Skills developed:

- ▶ Communication
- ▶ Critical thinking
- ▶ Collaboration
- ▶ Creativity

The Six Thinking Hats



Blue - Process (planning for action)



White - Facts (what do we know?)



Red - Feelings (intuition)



Black - Negatives (what could go wrong?)



Yellow - Positives (what are the good points?)



Green - Creativity (possibilities)

Time plan

(based on a 60 minute lesson)

- ▶ 00:00 – 00:15 mins: Brainstorming
- ▶ 00:15 – 00:25 mins: Discussion
- ▶ 00:25 – 00:50 mins: White Hat Thinking perspective
- ▶ 00:50 – 00:60 mins: Reflection

Materials

Powerpoint: Six Thinking Hats activity

- ▶ schoolsnsw.sharepoint.com/:p:/s/DLS/ESnnc3BKtINBkIFvKt-FwfisBz_IsV7vodbFfffcEPRg6w?rtime=BosS-GiQL2kg

Ocean connections

Six Thinking Hats is a tool that supports the exploration of a problem from different perspectives to find creative solutions. Each hat represents a different focus for thinking and can be accompanied by question prompts which provide a scaffold for a variety of viewpoints to be shared. In this activity learners will focus on White Hat thinking, which focuses on information gathering. Thinking about the knowledge and insights collected already – but also the information that is missing, and how you can find it. Note: In group discussions, it is essential that everyone uses the same hat (mode of thinking) at the same time. This is to avoid personal preferences and conflicts between modes of thinking.

Thinking Hat question: "In what ways are humans and the ocean intrinsically interconnected?"

Before the activity

1. Prepare the Powerpoint: Six Thinking Hats activity. Adapt to suit the needs of your lesson.
2. Prepare White Hat Thinking questions cards for each group.
 - ▶ What information do we have here?
 - ▶ What information is missing?
 - ▶ What information would we like to have?
 - ▶ How are we going to get the information?



OCEAN CONNECTIONS

02

► Brainstorming (15 mins)

1. In pairs, ask learners to draw a five -column table in their notebooks with the following headings;
 - *What is a process?*
 - *What are facts?*
 - *What are feelings?*
 - *What is creativity?*
 - *What are benefits / drawbacks?*
2. Give pairs five minutes to brainstorm their ideas in all columns.
3. As a group, share ideas. This could be completed on the board, or poster paper.

► Discussion (10 mins)

1. Explain to learners that when we think from different perspectives we can explore a problem and find creative solutions. Present a brief overview of each type of thinking Blue – Process (planning for action), White – Facts (what do we know?), Red – Feelings (intuition), Black - Negatives (what could go wrong?), Yellow - Positives (what are the good points?) Green - Creativity (possibilities) and explain that this lesson will focus on White Hat thinking.
2. Use Powerpoint: Six Thinking Hats activity prepared before the lesson. Show only the White Hat Slide. Do not show questions on slides at this stage.

3. Facilitate a short class discussion, using the following prompts about White Hat Thinking.

- > *What kind of questions do you think we can ask when using White Hat Thinking?*
- > *What types of information do you gather when you think this way?*
- > *Do you feel it is important to focus on one perspective at a time? Why/why not?*
- > *How and where can you find these kinds of information?*
- > *Can you give any examples of times this kind of thinking is useful?*

► White Thinking Hat perspective (25 mins)

1. Divide learners into groups of three.
2. Provide each group with;
 - a. the Thinking Hat question *"In what ways are humans and the ocean intrinsically interconnected?"*
 - b. the question cards;
 - *What information do we have here?*
 - *What information is missing?*
 - *What information would we like to have?*
 - *How are we going to get the information?*
3. Direct learners to create a note-taking table for the four questions. Ask them to make notes under each column in their groups.

4. Learners should refer to Generation Ocean; Join the race to protect our incredible blue planet 'Stories From Around the World; Personal Connection'(page 10) as a starting point to gather information.
5. Direct learners to find out facts, figures, data and information relating to the Thinking Hat question and note answers in the table. They may refer to online and other sources.

► Reflection (10 mins)

1. Invite learners to reflect on learning by listing;
 - *new things they learnt*
 - *things they would like to know more about*
 - *opinions or ideas to explore further*

Extension task Different Perspectives

- Examine the Thinking Hat question from multiple perspectives by using the other Thinking Hats. Refer to the Powerpoint: Six Thinking Hats activity slides to support.

AN INTRODUCTION TO NATURE'S RIGHTS

03

Learners will:

- ▶ Develop an understanding of Nature's rights and their importance
- ▶ Be introduced to how legal frameworks can give the ocean a voice
- ▶ Listen for general and specific information
- ▶ Share ideas and opinions and reflect on information

Skills developed:

- ▶ Empathy
- ▶ Communication and analysis
- ▶ Listening
- ▶ Summarising
- ▶ Reflection

Time plan (based on a 60 minute lesson)

- ▶ 00:00 – 00:10 mins: What are rights?
- ▶ 00:10 – 00:50 mins: What are Nature's rights?
- ▶ 00:50 – 00:60 mins: Reflection

Materials

- ▶ **Mumta Ito's 'Rights of Nature' TEDx talk**
youtu.be/1nZ9u2ZoIJo
- ▶ **'Generation Ocean; Join the race to protect our incredible blue planet' – Ocean's rights (page 28)**

An introduction to Nature's Rights

What are rights? (10 mins)

1. Elicit ideas from learners on rights- what does having rights mean? What are some examples of the rights that they have? Why do they have these rights? Are there people in their community that don't have the same rights as them? Why?

What are Nature's rights? (45 mins)

1. Ask learners if they have heard of Nature's rights. Can you explain Nature's rights in your own words? What might be protected under Nature's rights?

2. Introduce learners to the idea of rights for Nature by showing them Mumta Ito's 'Rights of Nature' TEDx talk. Ask them to write down key ideas and vocabulary. At the end of the video, ask learners (in pairs) to summarise 3–5 ideas that Mumta shared in her talk. Do they agree with them so far?

3. Refer learners to the Nature's rights section of 'Generation Ocean; Join the race to protect our incredible blue planet'. This can be read as a whole class, individually or in small groups.

While learners are reading, ask them to write 1–2 sentences after each paragraph to summarise the information they have read, as well as noting down any vocabulary they don't understand.

4. As a whole class, create a summary of Nature's rights under the following headings:

How are we connected to Nature?

What is the difference between looking at the world in EGO and ECO perspectives?

In what ways is indigenous knowledge vital for Nature's rights?

How can creating a legal framework protect and give the ocean rights? How will this help?

Reflection (10 mins)

1. In pairs, use the 'Think' Pause Points in the Nature's rights section of 'Generation Ocean; Join the race to protect our incredible blue planet' to have a reflective discussion on the themes of the lesson.

Extension task Spending time in Nature

If you have the time, allocate 15 minutes of each lesson to spending time in Nature as a class. You could do mindful breathing exercises, observation tasks or even conduct the entire lesson outside if appropriate. Being in Nature is so important for our overall health and is proven to support our mindset.

Use our Blue Mind video series in class for mindfulness sessions:

<https://vimeo.com/theoceanrace/review/454667776/743742bc83>

<https://vimeo.com/theoceanrace/review/454667623/c869f4d4a1>

<https://vimeo.com/theoceanrace/review/454667686/1b78da0f0a>

Examining the timeline of Nature and ocean rights

Using the timeline on the rights of Nature movement in 'Generation Ocean; Join the race to protect our incredible blue planet', ask learners (in pairs) to select one of the events to research in more detail.

THE COUNCIL OF ALL BEINGS (Part 1)

04

The Council of All Beings is a communal ritual in which participants step aside from their human identity and speak on behalf of another life-form (eco-institute.org).

Learners will:

- ▶ Develop an awareness of other perspectives in Nature
- ▶ Develop empathy skills in order to begin problem solving
- ▶ Begin to use Note & Vote for brainstorming, collaboration and building consensus

Skills developed:

- ▶ Empathy, communication and collaboration
- ▶ Problem solving, building consensus
- ▶ Advocacy & sense of responsibility and autonomy
- ▶ Using voting to prioritize ideas from collaboration

Time plan (based on a 60 minute lesson)

- ▶ 00:00 – 00:10 mins: Great Barrier Reef testimony
- ▶ 00:10 – 00:40 mins: Introducing The Council of All Beings scenario and Note & Vote
- ▶ 00:40 – 00:50 mins: Voting on ideas
- ▶ 00:50 – 00:60 mins: Reflection

Materials

- ▶ **Great Barrier Reef testimony by Michelle Maloney, National Convenor, Australian Earth Laws Alliance (see page 19 of this Guide)**

- ▶ **Post-it notes**



Great Barrier Reef testimony (10 mins)

1. Elicit understanding of "endangered". Read the testimony on behalf of the Great Barrier Reef by Michelle Maloney, National Convenor, Australian Earth Laws Alliance. Invite learners to listen carefully and take notes which answer the following questions: Who is this about? What is this about? How is it affecting them? Why is it important?

Introducing The Council of All Beings scenario and Note & Vote (30 mins)

1. Share The Council of All Beings scenario with the class:

"Imagine your city is considering granting a permit for a port. You are an endangered species of _____ that breed and feed in these waters. Prepare a three minute statement asking the city to deny the permit from the perspective of the endangered species."

2. Ask learners, in pairs, to underline the key ideas in the scenario. Discuss as a class.

3. Write prompts on the white board in columns:

- ▶ *Why might constructing a new port be a problem for an endangered species that breeds and feeds in these waters?*
- ▶ *Why should these species be protected?*
- ▶ *How might they think, feel, speak? What might their experiences be? Who and what might they be important to and support in terms of ecosystems and survival?*
- ▶ *What issues might the construction pose?*
- ▶ *Who is responsible for their voice? Who speaks for them?*
- ▶ *What would be valid reasons for denying the construction permit?*

4. Give each learner some Post-it notes and direct them to write their ideas to the prompts (one idea/response per Post-it note). Direct learners to stick their notes under the question prompt they are responding to.

Voting on ideas (10 mins)

1. Learners are given three votes each in total. They must read the ideas of their peers and place a tick next to the three ideas they like most.
2. Direct learners to now review the ideas of their peers and vote on three ideas they wish to carry forward and prioritise in The Council of All Beings Part 2. Review the votes and record the priorities for the next lesson.

Reflection (10 mins)

1. Invite learners to reflect on learning by listing;
 - ▶ *new things they learnt*
 - ▶ *things they would like to know more about*
 - ▶ *opinions or ideas to explore further*

THE COUNCIL OF ALL BEINGS (Part 2) 04

Learners will:

- ▶ Develop empathy in order to begin problem solving
- ▶ Engage in discussion and debate
- ▶ Present an informed argument for peer review
- ▶ Engage with Sustainable Development Goal 14; Life Below Water



Skills developed:

- ▶ Empathy
- ▶ Communication and collaboration and problem solving skills
- ▶ Advocacy and sense of responsibility and autonomy

Time plan

(based on a 60 minute lesson)

- ▶ 00:00 – 00:10 mins Review discussion
- ▶ 00:10 – 00:40 mins Brainstorming, research and drafting
- ▶ 00:40 – 00:60 mins Presenting statements and giving feedback

Materials

- ▶ **Generation Ocean; Join the race to protect our incredible blue planet**
- ▶ **Sustainable Development Goals:** <https://sdgs.un.org/goals/goal14>
- ▶ **Great Barrier Reef testimony by Michelle Maloney, National Convenor, Australian Earth Laws Alliance (page 19 of this Guide).**
- ▶ **Access to the Internet**

The Council of all Beings scenario:

"Imagine your city is considering granting a permit for a port. You are an endangered species of _____ that breed and feed in these waters.

Prepare a three minute statement asking the city to deny the permit from the perspective of the endangered species."

Review discussion (10mins)

1. Facilitate a short class discussion, using the following prompts.

- ▶ What does 'endangered' mean?
- ▶ What species may be endangered in/near our local waterways?
- ▶ Why should these species be protected, and who speaks for them?
- ▶ How might constructing a new port be a problem for an endangered species that breeds and feeds in these waters?



THE COUNCIL OF ALL BEINGS (Part 2 continued) 04

Brainstorming, research and drafting (30 mins)

1. Divide learners into groups of three. Refer to the priorities recorded in The Council of All Beings Part 1 activity.
2. In groups, learners will develop a three-minute statement, from the perspective of an endangered species, asking the city council to deny the permit of the port. Encourage learners to refer to Generation Ocean; Join the race to protect our incredible blue planet, the Great Barrier Reef testimony and The Sustainable Development Goals website.
3. Direct learners in groups to refer to Generation Ocean; Join the race to protect our incredible blue planet, and read the Ocean right's overview (page 28). In groups discuss and agree on how this information might support their statements for supporting evidence. Encourage learners to gather the ideas on their sticky notes in The Council of All Beings Part 1. Learners can think about why the permit should not be granted. They need to consider what the value is of endangered species, the impact of the habitat disruption would have, the implications of that disruption/destruction.
4. Offer the following headings to help scaffold learners in the preparation of their statements.
 - a. *Introduction – who are you and what do you stand for?*
 - b. *Preview – What headings would you give the points you are going to cover?*
 - c. *Points– More detail on why the permit should not be granted by the city council.*

d. *Evidence – Facts, examples, imagery or authority to support.*

e. *Reminder – remind the audience of the points you have covered.*

Presenting statements and giving feedback (20 mins)

1. Pair groups up and ask them to present their statements to each other for feedback.
 - ▶ *What did they like?*
 - ▶ *What ideas did it spark?*
 - ▶ *What are some ideas to help develop the statement more?*
2. Following this, ask groups to take five minutes to make any revisions needed to their statements.

Extension task

Invite an audience

- ▶ Organise an audience to listen to each group's three-minute statement.
- ▶ Provide opportunities for questions and feedback.

Making an impact in the community

Engage in research with learners on a real life situation in which they could advocate for an endangered species or natural environment in their local area. Help them find out if there are any proposals for construction or development that may harm the waterways in the area. Have them research and prepare statements to contest a local development proposal.



PUTTING AN ECOCENTRIC LENS ON NATURE

05

Learners will:

- ▶ Deepen their understanding of Nature's rights
- ▶ Identify how information can be made more ecocentric
- ▶ Share ideas and opinions and reflect on information

Skills developed:

- ▶ Communication and analysis
- ▶ Listening
- ▶ Paraphrasing & Summarising
- ▶ Editing information
- ▶ Reflection

Time plan (based on a 60 minute lesson)

- ▶ 00:00 – 00:15 mins: Introductory discussion
- ▶ 00:15 – 00:50 mins: What would you change with an ecocentric and rights of Nature lens?
- ▶ 00:50 – 00:60 mins: Reflection

Materials

'Generation Ocean; Join the race to protect our incredible blue planet'

- Nature's rights

IUCN's Statutes preamble (page 1)

[iucn.org/sites/dev/files/iucn_statutes_and_regulations_january_2018_final-master_file.pdf](https://www.iucn.org/sites/dev/files/iucn_statutes_and_regulations_january_2018_final-master_file.pdf)

Putting an ecocentric lens on Nature

This would work well as a follow up to the 'Introduction to Nature's rights' activity.

Introductory discussion (15 mins)

1. Put learners into pairs or small groups.
2. Use the following prompts to support learners in refreshing their knowledge on Nature's rights. 'Generation Ocean; Join the race to protect our incredible blue planet' can be used to help them in their discussion.
 - ▶ Develop definitions of 'Nature's rights' and 'ecocentric' in your own words.
 - ▶ List 3 examples of centering Nature in discussions or law.
 - ▶ List 2-3 examples of places or entities in your local area that should have rights recognised and be better protected by law/given rights. Why?
3. Share ideas as a whole class.

What would you change with an ecocentric, reciprocal and rights of Nature lens? (35 mins)

1. As a whole class, use ideas from the introductory discussion to create one definition of 'ecocentric' and write it on the board. Do you think that laws around Nature are generally ecocentric? Why/why not?
2. Organise learners into 5 groups. Tell them that they are going to be examining the International Union for Conservation of Nature's Statutes and Regulations preamble (introduction). This document was written to support the foundation of the IUCN's objectives and missions around the conservation of Nature in 1996.
3. Refer learners to the preamble (either digitally or printed) and assign each group a section:
 - a) bullet point 1 'conservation of nature and natural resources'
 - b) bullet point 2 'natural beauty is one of the sources of inspiration'
 - c) bullet point 3 'civilization has achieved its present high standard'
 - d) bullet point 4 'the increasing impoverishment of natural resources'

e) concluding paragraph 'Convinced that since protection and conservation of nature and natural resources are of vital importance'

4. With their assigned section of the preamble (and using 'Generation Ocean; Join the race to protect our incredible blue planet'- Ocean Rights, page 28 for support), ask each group to do the following:
 - ▶ Read the paragraph and check the meaning of any unknown vocabulary.
 - ▶ Summarise the paragraph in your own words.
 - ▶ Brainstorm how to make the paragraph more ecocentric, with a rights of Nature lens.
 - ▶ Take your ideas and rewrite the paragraph.

Reflection (10 mins)

1. Reorganise the groups so that there is a representative of each group (from the previous activity) in the new groups.
2. Ask learners to share their more ecocentric versions of the preamble with each other.
3. Encourage learners to give each other feedback and suggestions, and ask questions to clarify and confirm.

Extension task

What would a Declaration of Ocean Rights look like in your community?

Find and examine a local law around Nature/the Ocean. Assign each small group a section of the law to rewrite in a more ecocentric way. Groups can then work as a whole class to put all the parts together in a cohesive rewrite of a local law.

Send your edited ocean treaties or local law rewrite to us at

learning@theoceanrace.com

ARE YOU READY TO START AN OCEAN-THEMED PROJECT?

06

WHAT IS THE GOAL?

What do your learners want to achieve with this project?

Is the outcome relevant for the school, the community and the ocean?

WHAT IS THE SPECIFIC CHALLENGE OR PROBLEM?

It is important to focus on exactly what the challenge or problem is within your project.

- ▶ Ask learners to work in pairs to brainstorm challenges and problems linked to the project theme (i.e if you are looking at water, what are locally-based water issues?)
- ▶ Share ideas as a whole group and identify common ideas, priorities
- ▶ Discuss how the ideas are relevant for the school, community and the ocean
- ▶ Construct a group chart: What do we already know about the problem? What do we need to find out? What are our need-to-know skills and and content?



Allow learners to identify the main end goals of the project – let them have ownership!

WRITING STRONG QUESTIONS

07

Authentic
Valuable
Open-ended
Boundaries
Clear
Relevant

Authentic: link the questions to real life. This means learners will be able to find information and work from experts in the field.

Open-ended: this allows learners to provide detail and context and build their knowledge base.

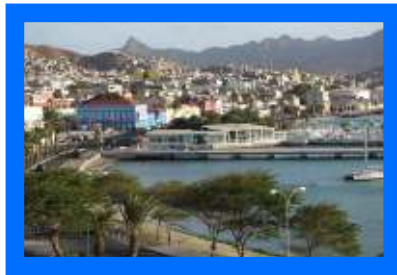
Boundaries: keep questions focused and action-oriented. Learners shouldn't be spending hours on researching the answers because the questions are too vague!

Clear: easy-to-understand questions.

Relevant: connecting questions to something of relevance to the individual, such as a place or their community.



ALICANTE



MINDELO



CAPE TOWN



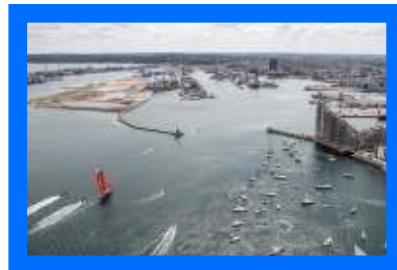
ITAJAÍ



GENOA



NEWPORT



AARHUS



KIEL



THE HAGUE

FACILITATING PROJECT WORK

08

Now that your learners have defined the goal of their project, identified the specific challenge or problem it deals with and have created strong questions to ask themselves, it is time to dive deeper!

Remember, giving the learners real agency on the direction of their work is key. You are there to support them where and when they need it. Here are some ideas to facilitate project work in your classroom.



▶ **Decide how much time is needed for the project work. When do the final versions need to be completed? When are they being evaluated? Create a class timeline so that learners clearly know how much time they have. Refer to it!**

▶ **What do learners need access to? Technology? People? Places? Facilitate these connections and support learners to communicate with external individuals and groups themselves, where appropriate.**

▶ **Encourage peer collaboration and feedback throughout the project work.**

▶ **Support learners to give constructive criticism and advice to each other.**

▶ **Support out-of-class and school experiences for the learners. Help them identify people in their community that may be able to help them.**


▶ **Host regular clinics with each group to get updates, give feedback and offer suggestions. This will give learners experience in talking about their work and identifying what they need to do next, or spend more time on.**

AUTHENTICALLY EVALUATING PROJECTS TO CREATE IMPACT IN YOUR COMMUNITY

09

'Never underestimate the power of a small group of people to change the world; in fact, it's the only thing that ever has.'
**- Margaret Meade -
cultural anthropologist**


The final 'product' of the project should be relevant, authentic and accessible. This will connect learners to the themes and issues being researched, as well as encouraging sustainable learning and skills development that they can take into other areas of their education and life. This evaluation doesn't require a 'grade', rather providing ways for learners to see and experience how well they have communicated information, provided a solution and created impact in their school and community. Here are some ideas for authentically evaluating your learners' projects!



Invite experts in the areas the project looks at, to take part in an online panel during project presentations



Invite the school and wider community to attend a project exhibition event



Set up situations where feedback can be given – either formally (like completing a feedback form) or informally (conversation)



Complete self and peer reflection forms and discussions

LOOKING FOR MORE RESOURCES TO SUPPORT YOUR LEARNERS?

10



AMAZING OCEAN

UNESCO – IOC Decade of Restoration

<https://en.unesco.org/themes/biodiversity/decade>

UNESCO – IOC Ocean Literacy Toolkit

<https://unesdoc.unesco.org/ark:/48223/pf0000260721>

UNESCO – IOC / The Ocean Agency Ocean Communication Toolkits

<https://www.theoceanagency.org/toolkits>

Free imagery to help communicate about the ocean

<https://www.theoceanagency.org/ocean-image-bank>

Learn from young changemakers at Youthtopia! Encourage your learners to sign up for Masterclasses, workshops, mentorships and live conversations
www.youthtopia.education



STORIES FROM AROUND THE WORLD

Women in sailing

<https://youtu.be/bKDbsoWLLzA>

What it's really like to be a female fisher

Food job diaries: a day in the life of a female 'fisherman' (deliciousmagazine.co.uk)

Tik Tok: @thefemalefisherman

Artisanal Fisheries and Aquaculture

International Year of Artisanal Fisheries and Aquaculture: 2022 Priorities and expectations of professionals.

Hope Spots

<https://mission-blue.org/hope-spots/>

Biosfera

<https://www.biosfera1.com/wp-content/uploads/2022/02/3rdNewsletter2021ENV13-1.pdf> Page 3

SeaLegacy

<https://www.sealegacy.org/about-us>

The Union of Cooperative Societies of Women of Fisheries and Assimilated of Côte d'Ivoire (USCOFEP-CI)

<http://uscofep-ci.com/index.php/a-propos-de-nous/>

Masifundise

has a vision of a just society based on the principles of food sovereignty with emphasis on social, economic, climate, and environmental justice for small-scale fishing communities.

<https://www.masifundise.org/>



OCEAN & CLIMATE

The Ocean Race & Blue Carbon

youtube.com/watch?v=W0PV3C9Ppw8

The Ocean Race Summit Europe Ocean & Climate Section

youtube.com/watch?v=nnst82VcSSU&t=675s
(Mins 5:23–10:11)

Sea Sketches- Ocean Carbon Cycle

youtu.be/jBFcpwgp-Xk

One whale is worth thousands of trees in the climate fight Report: 1 Whale Is Worth Thousands of Trees in Climate Fight | Time

Project Seagrass projectseagrass.org

UNEP carbon & the ocean

unep.org/news-and-stories/video/blue-carbon

Mangroves in Madagascar

vimeo.com/131638557

11th Hour Racing Seagrass Habitat Restoration project (Puerto Rico)

11thhourracing.org/projects/habitat-restoration-to-support-a-climate-resilient-bioluminescent-bay/

Roots of Hope Mangrove film Series – Only One

<https://only.one/series/roots-of-hope>



NATURE'S RIGHTS

The Ocean Race Summits Europe (for students 15yrs +)

youtube.com/watch?v=czMbjIA2YEK

Ocean Rights (The Ocean Race Europe Summit) Valerie Cabanes and Teresa Ribera (5:55 -9:46 min)

youtube.com/watch?v=czMbjIA2YEK

The Rights of Nature: A Global Movement

youtu.be/kuFNmH7IVTA

Earth Law Centre

www.earthlawcenter.org/

Ocean Rights A Roadmap to a Liveable Future Ebook – Earth Law Centre

www.amazon.com/dp/B07YGPJ1C6/ref=as_sl_pc_qf_sp_asin_til?tag=earthlawcen0e-20&linkCode=w00&linkId=-76022d716872aa1be921c2677af4d0a6&creativeASIN=B07YGPJ1C6

Ecuador's Highest Court Enforces Constitutional 'Rights of Nature' to Safeguard Los Cedros Protected Forest

biologicaldiversity.org/w/news/press-releases/ecuadors-highest-court-enforces-constitutional-rights-of-nature-to-safeguard-los-cedros-protected-forest-2021-12-02/

GREAT BARRIER REEF TESTIMONY

By Dr Michelle Maloney, National Convenor, Australian Earth Laws Alliance (AELA) – speaking for the Great Barrier Reef, at the Global Alliance for the Rights of Nature's first International Rights of Nature Tribunal in Quito, Ecuador. 2014.

(page 48: https://www.earthlaws.org.au/wp-content/uploads/2015/07/Maloney_Finally-Being-Heard_Griffith-Journal-of-Law-and-Human-Dignity-2015.pdf)

You can quantify my length and my size and the fact that I can be seen from outer space, but in my world I am a home. I am a colourful, vibrant network of connected coral villages, made by the collective effort of millions of coral polyps over millions of years. Free swimming coral babies float about until they find a place to settle, and they normally settle on the comforting skeletons of their ancestors. They have made walls and mounds and hills of coral that, in turn, are the home for others in our community: algae, sponges, starfish, molluscs, sea snakes, fish.

These coral homes weave in and out and around hundreds of islands. The islands themselves are homes to crabs, who scuttle in the shallows, turtles who entrust their eggs to the warm, sandy beaches. Many of these beaches are disappearing for them. Without the Reef, there is no home, no cosy place to play, nowhere to hide from predators, nowhere to lay their eggs.

If the Reef dissolves and disappears, so will all of the thousands of species of life that call the Reef home. If the Reef disappears, there is nowhere else for these communities of life. If the world above the Reef grows hotter, the world of the Reef will change. And the world is surely changing. For thousands of years people would visit us at the Reef: pop in and out with their little boats, take some fish with great respect, then go home. But now the ships have gotten bigger. And there are many more of them. We watch the coastline with fear when there are great rains, as the rivers fill up with sediment, destroyed and disturbed by the people on the land, and the garbage and litter and junk comes out of the rivers to our Reef.

So in conclusion, how might the Reef feel? I would imagine the Reef feels the same way that people who love and care about the Reef feel. We are frightened. We are frightened that something precious and irreplaceable and ancient will die.



GENERATION OCEAN

JOIN THE RACE TO PROTECT OUR INCREDIBLE BLUE PLANET



Contact us at learning@theoceanrace.com