

Marine Environment Studies

Marine Issues

Year Level: 11

Context/Setting: Initial unit to provide students with an opportunity to become emotionally engaged with the topic and objectives for the course

The Big Ideas:

Course Objectives:

- To broaden student awareness, understanding and knowledge of the marine environment

Maori Perspective: Students may wish to make contact with local kaumatua and/or Iwi regarding marine issues	I.C.T. Component: Internet use for research phase Fax/phone use for contacting potential resource people/organisations PP and/or word processing for final presentation
Resources: <ul style="list-style-type: none">• List of possible resource people/organisations for specific marine issues for students to contact during research phase• PP of course objectives and rationales• Borrow books from National Library regarding marine issues (in general and for local area)• List of local marine issues (to enhance student brainstorm)• Overview of course (objectives, expectations, and assessments)• Research assignment outline (expectations & milestones)• Group working skill building activities (consider poster size for walls)• Ways of researching poster reminders• Evaluation sheets for end of unit	

Evaluation of Unit: What worked? What didn't work? What would you do differently next time?

A more extensive list of web sites and phone numbers (contacts) would have been useful – had planned to have this but run out of time to organise. Perhaps a demo on phone conversations . . . ring up during class on cell phone. Decide what we want to know first, sort out questions, ring then analyse phone call afterwards; They required a bit more structure on what should be in the ppt; A pretty good effort from most of the students; Two groups did sedimentation, one of water quality (bathing in a creek at Te Tii), one on overfishing, two on dolphin watching.

Learning Intentions (What do you want the students to understand)	Success Criteria (How will you know that students have achieved Learning Intentions)	Learning Opportunities (The strategies/activities/experiences that students can have to support the achievement of the learning intentions)	Assessment (The 'product(s)' students produce to demonstrate the success criteria)
<p>Students will:</p> <ul style="list-style-type: none"> begin to learn the skills of successful group work and cooperative learning. gain research skills and experience develop their written and oral communication skills have a better understanding of the issues surrounding the marine environment in the Bay of Islands 	<p>Students will:</p> <ul style="list-style-type: none"> work cooperatively and collaboratively to produce successful research presentations (students are able to overcome individual issues of working in a group; students are able to identify stages of group work, time frame for developing and working through each stage, ways of 'moving forward' through stages). be able to discuss (compare/contrast, evaluate, & justify) their issue as well as those of other student groups be able to summarise the issues of other student groups understand that reflection is a skill which aids with future learning 	<p>Lesson 1</p> <ul style="list-style-type: none"> Marine 'Who am I' activity (Icebreaker) Discuss course objectives and rationale Go through course overview <p>L2</p> <ul style="list-style-type: none"> Discuss course expectations and expectations for teaching and learning Establish a contract <p>L3</p> <ul style="list-style-type: none"> Introduce the topic of Issues Whole class brainstorm school based issues – discuss what makes them issues Groups brainstorm marine issues – each group shares (consolidate on board) Groups to determine which ones are local (BoI) marine issues <i>Group work – what I noticed was happening/not happening</i> <p>L4</p> <ul style="list-style-type: none"> Introduce project Guest speaker – Alan Fleming re: marine issues in BoI <p>L5</p> <ul style="list-style-type: none"> Reflection of Alan's talk Organise groups of 4 – determine tasks (Project Manager etc) <p>L6</p> <ul style="list-style-type: none"> Students work on project following the Research Outline <p>L7</p> <ul style="list-style-type: none"> Revise research skills and information sources (interview people, books, journals, magazines, newspapers, visit places (museums), internet) How to contact and interview people 	<ul style="list-style-type: none"> Students to answer the question: <i>What are some of the issues for our local marine environment (e.g. the Bay of Islands)?</i> Student groups to produce a ppt to communicate their understanding to broaden the understanding of the rest of the class of current issues surrounding the local marine environment. Groups will be presenting their work to rest of class, approx 10 min presentations.

		<ul style="list-style-type: none">• Co-operative learning – how it works!!! <p>L8 - 10</p> <ul style="list-style-type: none">• Students work on project following their Milestone/instruction sheet <p>L11</p> <ul style="list-style-type: none">• Project presentations• Individual collation of information during each presentation• Prioritise issues <p>L12</p> <ul style="list-style-type: none">• Class collation of information (big picture)• Self, group and teacher evaluation	
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