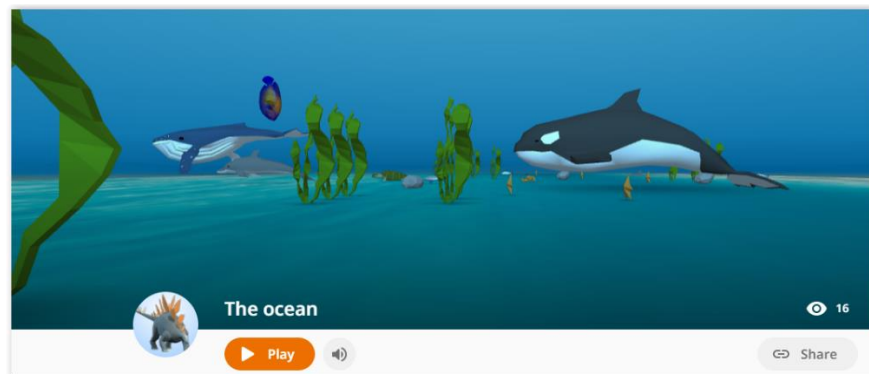


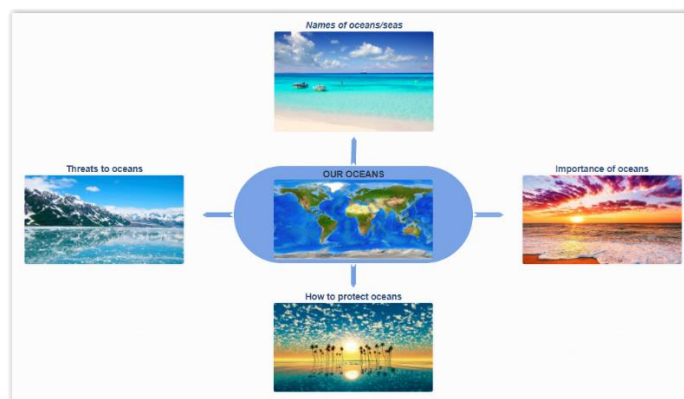
## Planet Ocean: Why is the Blue Economy so Important?



**Brainstorming activity** (asynchronous, before the beginning of the 1st teaching period): students are provided with a virtual ocean environment to get acquainted with marine life <https://edu.cospaces.io/MLZ-JHK>



and with a collaborative [mind map](#) to record what they know about oceans: names of ocean/seas, importance of oceans, threats to oceans and ways to protect them.



## **1<sup>st</sup> teaching period**

### **1<sup>st</sup> Activity:**

Time: 7'

Type of activity: visualization of mind map and discussion

Class organisation: discussion in class

Actions/Tasks: the teacher presents the mind map that the students have completed on the interactive whiteboard. The students explain their ideas and both students and teacher comment on them.

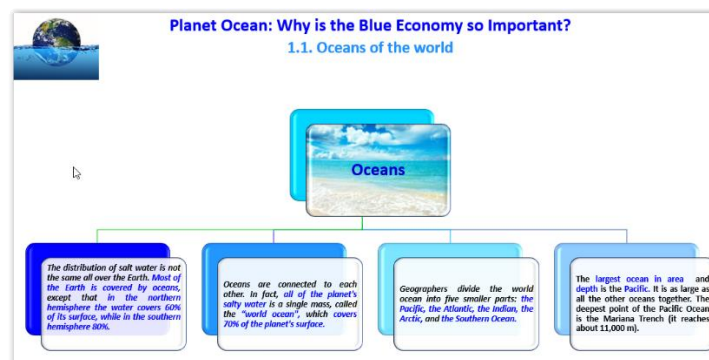
### **2<sup>nd</sup> Activity:**

Time: 15'

Type of activity: presentation and discussion

Class organisation: whole class

Actions/Tasks: the teacher presents a [PPT](#) (Part 1) with information about the oceans (distribution of salt water, the world oceans and their characteristics, most important seas of each ocean etc) and gives explanations if needed.



### **3rd Activity:**

Time: 20'

Type of activity: group discussion and completion of worksheet

Class organisation: group work

Actions/Tasks: students are divided in groups and are asked to answer the questions on [Worksheet 1](#), (study a map and locate the points where oceans and continents meet, find the differences between oceans and seas, follow Magellan's route on a map). If there is not enough time, students are assigned the last task for homework (either on the online worksheet or on google drive), which they present in class. Students are also provided (in the e-class) with an online [glossary](#). There is also mention to the use of active and passive forms of the verbs as well as collocations met throughout (students can practice them, see language practice).

**B. What are the main differences between seas and oceans? Justify your answer, after visiting the following websites:**  
<https://www.worldatlas.com/articles/what-is-the-difference-between-an-ocean-and-a-sea.html>



**C. Follow Magellan's journey in your mind, and locate on the map the oceans and seas he crossed by observing the image below.**



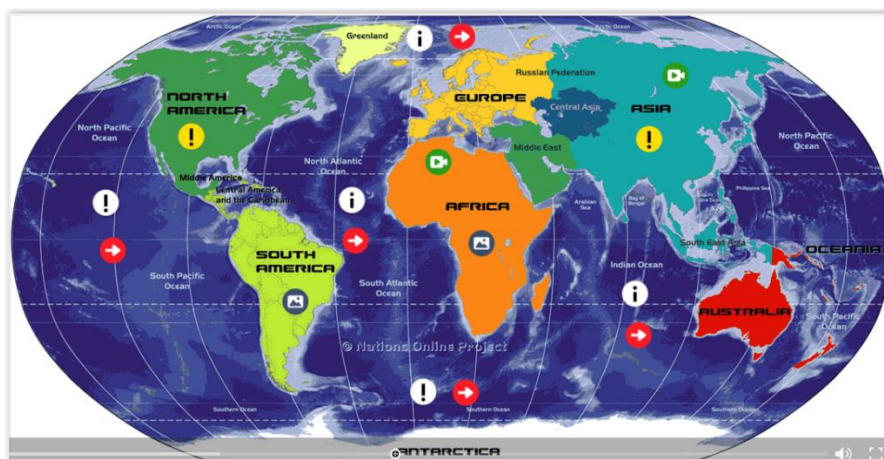
**4th Activity:**

Time: 8'

Type of activity: visualization of interactive poster, giving instructions

Class organisation: whole class

Actions/Tasks: the teacher presents and interactive [poster](#) with information about the threats that oceans face. The teacher goes through some of the information with the students and asks them to study all the information at home so that they can expand on the issue in the following session.



**Homework:** students go through all the points on the interactive poster and keep notes on the threats that our oceans face.

## 2<sup>nd</sup> Teaching period

### **1<sup>st</sup> Activity:**

Time: 10'

Type of activity: discussion on students' notes on the interactive poster

Class organisation: whole class

Actions/Tasks: The teacher discusses the students' notes

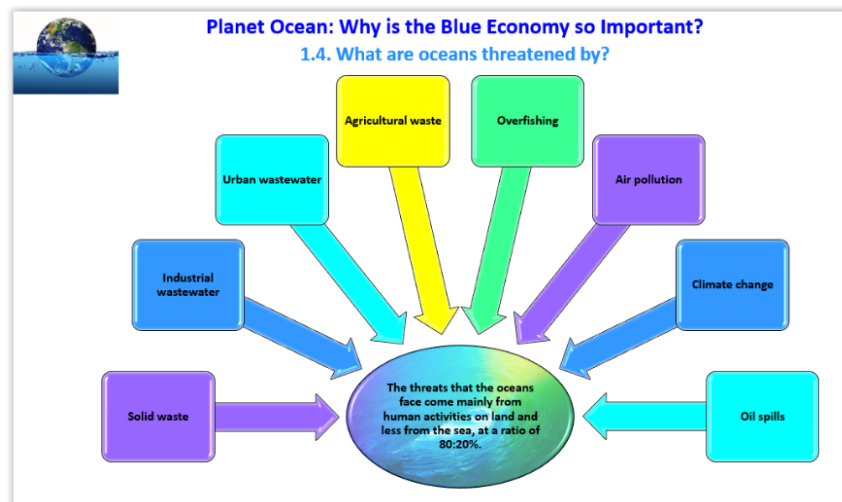
### **2<sup>nd</sup> Activity:**

Time: 15'

Type of activity: presentation and discussion

Class organisation: whole class

Actions/Tasks: the teacher presents a [PPT](#) (Part 2) with information about the importance of oceans, the threats they face and the solutions to deal with the threats. The teacher gives explanations if needed.



### **3<sup>rd</sup> Activity:**

Time: 20'

Type of activity: group discussion and worksheet completion

Class organisation: group work

Actions/Tasks: students are divided in four groups and each group is asked to answer one of the questions on [Worksheet II](#), after watching the videos and studying the infographics given. Each group assigns one student who can visit the other groups so that they can exchange information and ideas. Each group presents their findings in class.

Name(s): \_\_\_\_\_



A. What is the significance of the oceans for our planet? Justify your answer, after visiting the following websites and studying the following infographic.

<https://www.nationalgeographic.org/media/why-ocean-matters/>




we depend on oceans,  
Healthy, productive oceans provide jobs, food and drive economic growth. They keep the planet cool.



**Homework assignment (5')**: the teacher goes through an interactive map with information (samples) about oceans and seas around Europe and asks students to work in groups, find environmental problems of the seas that surround Europe (assigns a different sea to each group) and pin it on the map. Students can read all the post and comment on them while the teacher comments on all the posts.



**3<sup>rd</sup> Teaching period**

**1<sup>st</sup> Activity:**

Time: 10'

Type of activity: discussion on students' posts on the interactive map

Class organisation: whole class

Actions/Tasks: The teacher discusses the students' answers.

**2<sup>nd</sup> Activity:**

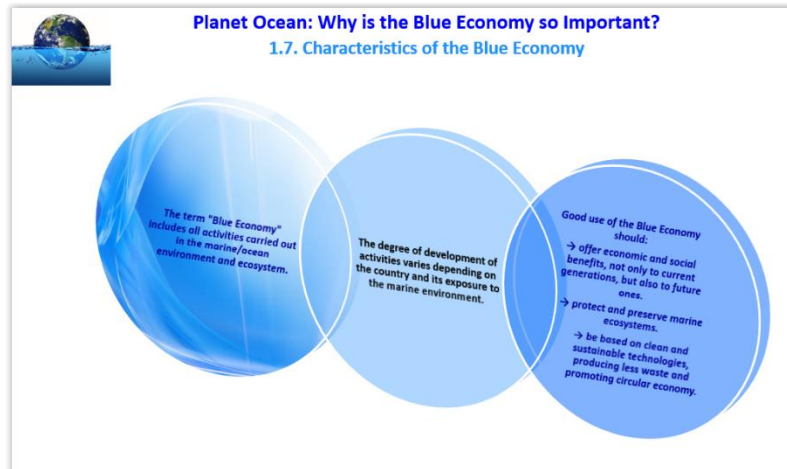
Time: 20'

Type of activity: presentation and discussion

Class organisation: whole class



Actions/Tasks: the teacher presents a [PPT](#) (Part 3) and explains the concept of blue economy, its characteristics and the activities involved in it. The teacher gives explanations if needed.



### **3rd Activity:**

Time: 20'

Type of activity: group discussion and worksheet completion

Class organisation: group work

Actions/Tasks: students are divided in four groups and each group asked to answer one of the questions on [Worksheet III](#) after watching the videos and studying the infographics. Each group present their findings in class.

### **Assessment**

(it can be done in class in separate teaching periods or asynchronously)

#### **Content assessment:**

Students check content knowledge by doing the online quizzes:

Part 1: <https://forms.gle/GVBhDa3Yxvbgc66s7>

Part 2: <https://forms.gle/HgfHb1LkM8uA3E4i6>

On completion of the quizzes, students get immediate feedback by email and if they reach a score of 80%, they get an automatic certificate by email. They can do the quizzes as many times as they wish (support strategy for weaker students).

#### **Language practice:**

Students practise vocabulary through various activities and games on <https://quizlet.com/598797273/flashcards>. For weaker students, the meaning in their native language could also be provided. They also practice vocabulary through games: <https://wordwall.net/play/19291/710/252>  
<https://app.quizalize.com/view/quiz/blue-economyvocabulary-b775886e-ceaa-4308-8384-43a56d1d25ca>

Students practice grammar points on:  
[https://h5p.org/node/1197455?feed\\_me=nps](https://h5p.org/node/1197455?feed_me=nps)  
[https://h5p.org/node/1197456?feed\\_me=nps](https://h5p.org/node/1197456?feed_me=nps)

### **Expansion:**

1. Watch a documentary on how climate change impacts all living creatures  
<https://www.youtube.com/watch?v=r9PeYPHdpNo>
2. Puzzle: students can do the puzzle provided and make their own puzzle  
<https://www.jigsawplanet.com/?rc=play&pid=178ebedb2eb6>
3. Make their own virtual water environment on <https://cospaces.io/edu/>
4. Create an infographic with information about the seas around their country.