

Seaweek 1 – 8 March 2009

Although there is one vast ocean, we in Aotearoa must take responsibility for caring, nurturing and guarding the wellbeing of the special and diverse values of Tangaroa's progeny here on our shores. Seaweek provides that focus.



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NOTES FOR TEACHERS

Seaweek is the annual celebration where we encourage our students to:

- increase their knowledge and understanding of our precious marine environment
- understand and promote the need for sustainable use of our coastal and marine environments
- develop a sense of personal responsibility for the marine environment
- develop an understanding of the relationship between people and the marine environment.

Seaweek in the classroom is about encouraging students to think about the consequences of degrading the marine environment and thinking of ways – no matter how small – to take positive actions they can take to enhance it.

Classes of all ages can celebrate Seaweek in any number of ways. Many regions organise special events so begin your study by visiting the Seaweek website at:

www.seaweek.org.nz for a list of events, Seaweek resources and much more.

And best of all, Seaweek provides teachers with countless cross curricula opportunities for inquiring, teaching and learning in Science, Social Sciences and English.



- our offshore islands
- the rocky shore line
- rivers flowing into the sea
- intertidal zones ...
- Ask students to consider and brainstorm a list of all the uses people can make of the marine environment, **eg**
 - swimming, picnics, walks, games, commercial fishing, recreational fishing, boating, transport, harvesting shell fish ...
- Have students had any marine environment experiences in the last year? Share experiences.
- Focus on different environments students are familiar with such as their towns, streets, cities, mountains, parks, bush... Can they say what makes these environments different and distinct from each other? Have them identify the distinct features that make the marine environment unique.
- Talk about and identify the five senses. Can they list the ways the marine environment strongly impacts on the senses? **eg** salt taste in the mouth, smell of the sea, sounds of the sea ...
- Conclude this section having students either/or writing poems or painting pictures of their favourite marine environment.

MARINE ENVIRONMENTS ARE VERY SPECIAL

- Can students recall any previous Seaweek celebrations they have taken part in? Share experiences. Why do we 'celebrate' the sea every year? Challenge groups to come up with a list of possible reasons. Can each student come up with a personal statement about what the sea, coast and beaches means to them? Have them also ask family members and report back.
- Do they know the names of the seas and oceans that surround our country? How can they find this out? Challenge them to locate and name:
 - the seas and oceans that surround New Zealand
 - the closest beach or sea to their school
 - the nearest river or lake to their school
 - the major offshore islands of New Zealand.
- Introduce the concept of a marine environment. What are all the things that make up our marine environment? **eg**
 - coastal land
 - fish and bird species
 - our beaches
 - our seas and oceans

OWNING OUR INVESTIGATIONS AND ACTIONS

- It is important for students to 'own' their Seaweek investigations by having them consider the following:
 - what do we already know about marine environments
 - what do we want to learn about our marine environment?
 - what resources can we use to help us learn more about our marine environment? **eg** books, online resources, field trips, asking experts, asking fishers ...
 - how can we present our marine environment findings?
 - what actions can we take – no matter how small – to help protect our marine environment?
 - how can we encourage others to take action?

One Ocean –it starts with me

KOTAHI MOANA – KA TIMATA MAI I AHAU



SUGGESTED INVESTIGATIONS

- Finding out what we can do to help look after a coastal area or a local river, stream or wetland if we don't live near the sea.
- What sea creatures, shellfish, and bird life are found in New Zealand's marine environment?
- Comparing and contrasting different marine environments such as the rocky shore and the ocean.
- What is a marine food chain and why must these food chain links be sustained? How can we do this?
- Investigate why commercial fishing is important to New Zealand and what steps do we take to make it successful?
- Identify the special environmental measures taken by the aquaculture industry and why these are taken.
- How do we manage our fisheries in a sustainable way so we always have fish for the future?
- What steps we can take to protect our seas?
- A rocky shore study field trip.
- Organising a beach/foreshore/dunes clean up and knowing why it will help the marine environment.
- Investigate where our stormwater and sewage goes and any special measures we take to clean it up.
- Keeping out marine pests from our shores. How can they get here and what do we do to stop them?
- Investigating and identifying New Zealand's marine reserves as an opportunity for people to see and interact with a protected environment.

WEBSITES FOR STUDENT RESEARCH

www.kcc.org.nz/educators/marinereserves.asp

www.kcc.org.nz/educators/seashore/index.asp

www.wwf.org.nz/index.php/new_zealand_conservation/marine

www.treasuresofthesea.org.nz

www.emr.nz > resources > marine activity ideas and seaweek

www.southernseabirds.org > Select Kid's Space

www.fish.govt.nz > Select Starfish from Quick Links > Select Kids Zone and Staff Room for photos, fact sheets and your stories

www.seafood.co.nz > Select Aquaculture for links to Greenshell™ Mussels, salmon and paua

www.seafood.co.nz > Type in Hot Topics in the search box for links to education resources

www.greatestmeal.co.nz > Select the goodness (nutrition)

www.sirpeterblaketrust.org > Select Care for our Coast

SUGGESTED WAYS TO PRESENT OUR FINDINGS

FOR YEARS 1-4

- Taking photographs of marine areas to highlight problems found for a classroom wall display. Students invite parents and other classes to hear their solutions and any actions taken on their field trip to a marine environment.
- Finding pictures and adding captions to a wall display to highlight the diversity of sea and bird life.
- Painting pictures and making masks of favourite marine creatures for an assembly parade.
- Turning our classroom into a fantastic marine environment and inviting other classes/parents to experience it.

FOR YEARS 4-8 +

- Shoot a video or slide show to highlight the work they have done or are doing to protect the marine environment.
- Write letters to local community newspapers to highlight the importance of our marine environment, the steps they have taken to improve it and suggest steps the community can take to celebrate the marine environment.
- Look at the animals that live in rock pools, find out how they adapt to being drenched and dried out twice a day and then design your own specially adapted creature.
- Prepare a special Seaweek web page. Highlight actions taken to date and further actions planned.
- Deliver oral presentations at assembly or prepare a PowerPoint presentation to deliver to parents.
- Prepare facts sheets (including problems) from investigations in poster form and ask to display it at a local supermarket.
- Plan a marine creatures dress-up fundraising day and donate proceeds to a local conservation project.



Seaweek 2009 – an NZAEE Event

NZ Seafood Industry Council invites teachers to request the colourful (free) NZ Seafood – A Healthy Future poster for classroom display. Email request, teacher name and school address to: info@seafood.co.nz