**Title:** Living Blue – Marine Reserves  
Recognise & Name Local Marine Life



**Learning Outcomes:**

Students can:

* Demonstrate and use their new vocabulary related to this topic, inc these terms: biodiversity, ecosystem, taxonomy, species, identify, habitat, kingdom, family.
* Identify a number of local animal species
* Classify local marine animals into key groups
* Understand what is meant by ‘local biodiversity’

**The Values this lesson plan will develop include:**

• Ecological sustainability, which includes Respect for the environment

• Innovation, inquiry and curiosity, by thinking critically, creatively, and reflectively

**Resources Used:**

• Taxonomy definitions handout

• Taxonomy ‘Who Am I?’ handout

• A4 photocopied templates of typical seabed / seascape

• Tick Sheet

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| **Time** | **Teacher Instructions / Student activity** | **Resources** | **To Photocopy** |
| **10 mins** | * Ask the class if they know what animals live out in the bay? * Do they think it’s important to be able to recognise and name the local marine life?   Put forward the idea that if we don’t know what we have, we can’t know if we’ve lost it.     * Scientists are still discovering new species, do the class think extinction occurs without us even knowing about it? * 71% of planet is ocean and there is a huge variety of species in the marine environment. How can we see everything that lives, hidden beneath the seas? | Teachers notes on local species |  |
| **15 mins** | Who Am I? Identification Game:  Give handout for students to read and fill in the blanks.  Allow time for discussion and feedback to show students that even with the new vocab that is used, they do know more than they realise they knew. | Vocab / definitions handout  Taxonomy Game 1 handout – ‘Who Am I? |  |

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| **30 mins**  **Extension for quicker students** | Hand out seabed templates. Ask students to draw at least:   * 3 marine vertebrate species - anything with spine * 3 marine invertebrate species - anything without a spine * 3 mollusc species – animals with soft bodies eg whelk, paua, oyster * 2 crustacean species – animals with exoskeletons eg crayfish, crab * 2 mammal species found in the marine environment * 2 seabirds * in appropriate places on the sheet to create their own marine ecosystem.   Choose a word from Acrostic list or Vocab / Def list and write on blackboard.  Students who finish drawing to make Acrostic Poem | A4 B&W photocopies of typical marine environment, Seabed outline template. |  |
| **5 mins to wrap up**  **and hand out homework** | Pose qustion for them to consider:  Does it matter if species become extinct locally if they stil live somewhere else?  Hand out Tick Sheet and ask if students have seen any of these animalsin the BOI. | Local marine life tick sheets |  |