



Name

Class

Student worksheet

Thought starter: What role does the ocean play beyond its beauty?

Part A: How the Ocean is Changing

1. Watch the following clip about ocean change.

How the ocean is changing (<https://vimeo.com/207574290>)

2. Complete a 'Question Starts' thinking routine. This is a visible thinking routine that provides you with the opportunity to practise developing questions that provoke thinking and inquiry into the topic while fostering a deeper understanding of its complexity. Follow the steps below and use the space provided to brainstorm and complete the routine in response to the topic of OCEAN CHANGES.

3. Brainstorm a list of at least 12 questions about the topic. Use these question-starts to help you think of interesting questions:

- Why...?
- How would it be different if...?
- What are the reasons...?
- Suppose that...?
- What if...?
- What if we knew...?
- What is the purpose of...?
- What would change if...?

4. Review the brainstormed list and highlight or put a star next to the questions that seem most interesting. Then, select one or more of the starred questions to discuss with a partner for a few moments before sharing with the class.

5. Reflect: What new ideas do you have about the topic that you didn't have before? Use the space below:

Part B: We Owe the Ocean

1. Watch the following clip about the role of the ocean in our world.



We owe the ocean (<https://vimeo.com/211266077>)

2. Now complete a 'Connect-Extend-Challenge' visible thinking routine that synthesises your understanding about ocean change and the role of the ocean after having read some factual information and watched the visual footage. This thinking routine helps you make connections between new ideas and prior knowledge about an issue. It also encourages you to take stock of ongoing questions, puzzles and any difficulties as you reflect on what you are learning.

<p>How are the ideas and information presented CONNECTED to what you already knew?</p>	<p>What new ideas did you get that EXTENDED or pushed your thinking in new directions?</p>	<p>What is still CHALLENGING or confusing for you to get your mind around? What questions, wonderings or puzzles do you now have?</p>

Part C: Appreciating the Ocean with Sensory Writing

1. Read the [Sensory and Descriptive Writing Factsheet](#) with your teacher's guidance.
2. Think about what you have seen and know of the ocean from this lesson. Your task is to write a short (150-200 words) descriptive passage using sensory language about the ocean using sensory language. This could be about the beauty of the ocean, the significance of the ocean or some of the threats that and changing the health of the ocean.

You can include characters and create a short narrative, if needed use the [Ocean Stimulus Images](#) or footage from the clips for stimulus and prompting.

3. The editing process is an important phase of producing any written work. With your teacher's guidance, form pairs and with your partner, conduct a self and peer editing check of your work and theirs, using the [Editing Checklist](#) to guide you.

Reflection

Reflect on what you have learnt and participated in this lesson. This can be about the topic or the skills and thinking routines. Complete this short 3-2-1 activity that helps summarise your thinking and learning.

3 things I have learnt this lesson	
2 things that I found interesting	
1 question I now have (or still have)	

These lessons have been created in partnership with

Northern Pictures

