**Addressing the Global Climate Crisis in Your Classroom –   
2021 Edition**

# Summary Information

**Title:**  *Blue Seas*

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**Short description:**  Protecting the seas and the marine environment offers students aged 14-17 the opportunity to:

• To learn about the global goals for sustainable development,

• Addressing issues related to the seas and their environment,

• What people can do to address global challenges.

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| Table of summary | |
| Subject | *Ecology* |
| Curriculum integration | *How communities around the world are impacted by climate change and how people are responding to and adapting to these challenges.* |
| Age of students | *14-17* |
| Number of students | *10* |
| Time frame/duration | *45 min* |
| Learning objectives | * • Learning the dimensions of marine and marine environment pollution, * • The effects of the consequences of climate change on the seas, * • To raise awareness of the impacts of the climate crisis |
| Resources and tools | internet, library, social media, web 2.0 tools |
| Expected results | -Students will develop their knowledge and understanding of climate change.  • Students will conduct research on the seas and use the results to develop their own understanding. |

# procedure

Work process

*State how you intend to work with students. If you wish to create teams of pupils or collaborate with other schools or classrooms, please provide relevant information.*

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| Students will first explore their current ideas about pollution of the sea and its environment. Then, they will investigate the dimensions of the situation. They will discuss what measures countries and societies can take and expand the issue. |

Activities

Provide *an overview of the activities that you are planning for this project. Explain the procedure, the tools you are going to use, your role and that of the students.*

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| Name of activity | Procedure |
| Infographic and Kahoot activity | Students divide into groups and prepare infographics about marine problems and present them to the class. Everyone works on information.  Then, team leaders prepare Kahoot competitions about the infographics they have prepared and share their links.  Students solve kahoot questions of different teams and winners are announced. |
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# Assessment

*Explain how you intend to assess your students for this project. How would you know if the learning objectives have been achieved?*

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| The students learned about the natural state of the marine environment. They discovered the polluted marine environment that needed urgent action. They understood what to do about this problem, how to act, and gained awareness. |