

30-45
minutes

Seafaring Friends



Learning Objectives

Students will:

- Describe ways their personal lives are connected to oceans.
- Create a simple map showing ocean-related places within their community.



Method

In this activity, students discover local links to the ocean and sketch them in a map.



Materials

- Map of your community
- Coloured pencils

Background

We need good maps to find our way in unfamiliar territory. Maps also help us see familiar places and relationships, such as our connection with the ocean, from a new perspective.

Imagine a sea-faring friend has come to visit and is homesick for the ocean. Have students create a map of their community's ocean-related places to help the friend feel at home. This could include the following:

- Restaurants serving seafood
- Grocery stores and markets selling seafood
- Pet shops selling marine fish
- Shorelines and waterways leading to the sea
- Public access to waterways (docks, beaches, parks, etc.)
- Marinas, fishing stores, nautical supply stores
- Places with ocean information (libraries, bookstores, and museums)
- Places with ocean-related movies and music
- Places with ocean-going wildlife, such as gulls, terns, herons, shorebirds, and salmon
- Travel agents selling ocean vacations

For additional resources visit:

CanadianWildlifeFederation.ca/Education

In Advance

- Prepare a basic community map showing major roads, waterways, businesses and landmarks. If you prefer, you can have the students research these features and prepare the map template.
- Make copies of the map template for each group of one to four students.

Activity

1. Discuss the students' knowledge and personal experience of maps.
2. Explain that they will create a map of their community's ocean-related places to help a seafaring friend that has come to visit and is homesick for the ocean
3. Next, cover the basic components of a map (title, scale, north arrow and a legend).
4. Help students brainstorm locations to mark on their map using the background information provided as reference.
5. Divide the class into groups of two to four. Or, if you prefer, have students work individually.
6. Give each working group a copy of the basic community map. Groups should:
 - Create a list of your community's ocean-related features.
 - Create a legend for the map, depicting these features.
 - Mark those features on their maps.
 - Illustrate their maps. Encourage them to use colour and imagination!
7. When the maps are complete, have the groups exchange maps and use them to locate the various indicated features.
8. Summarize and lead a group discussion to highlight how maps are useful and how your community is connected to the ocean.

Extensions

- Choose a local wildlife species as a seafaring friend. Migratory species work well (gulls, terns, herons, ducks, shorebirds, and salmon). Describe its habitat needs and map suitable habitat in your community. Map how it might safely travel about your community.
- Display the maps as part of an Oceans Day festival or presentation.

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