

Discover Your Ocean Connections



Learning Objectives

Students will:

- Create a "mind map" of personal ocean values
- Describe ways their personal lives are affected by, and connected to, oceans



Method

Students create a personal mind map of their connections to the ocean, based on a resource sheet and class discussion.



Materials

- Coloured pencils
- Large pieces of paper

Background

Canadians living on our ocean coasts have a more direct understanding of their dependence on the sea for everything from food to jobs and prescription drugs. The rest of us, living hundreds, or even thousands, of kilometres away, may need to think a little harder about our ocean connections.

Healthy oceans offer us a diversity of gifts that we tend to take for granted, including:

- **Food products** — fish, shellfish, kelp, carrageenan (thickener in foods)
- **Medicine** — anti-leukemia drugs, anti-infection agents
- **Weather generation** — winds and precipitation
- **Photosynthesis** — oxygen cycling
- **Jobs** — fishing, processing, boat building, research, tourism
- **Recreation** — swimming, surfing, snorkelling, sailing, diving, exploring
- **Biodiversity** — marine plants, animals, and microorganisms
- **Culture** — music, songs, poems, stories, movies, collective history, news
- **Other products** — sponges, pearls, sea salt, beauty products, diatoms for filters
- **Transportation** — shipping and travel
- **Resources** — oil exploration

For additional resources visit:

CanadianWildlifeFederation.ca/Education

Activity

1. Introduce the idea that, though oceans may seem distant to many Canadians, we are all connected to them every day of our lives.
2. Explain how mind mapping works.
3. Give each student a large piece of paper and access to the coloured pencils.
4. Ask students to make their own mind maps. Students should:
 - Start their maps with “Ocean Gifts” written in the centre.
 - Take five to 10 minutes to write down as many ideas as possible.
5. Once the maps are complete, ask a few students to share their map or have students post their maps on the wall so everyone can view the connections.
6. Discuss the maps as a group. Then ask the students to revise their mind maps by adding information and connections they feel are missing.
7. Students can fill the rest of the page with ideas and illustrations, using colour and imagination.
8. Summarize the results, including the following points:
 - Point out some gifts that are derived from a living ocean.
 - Discuss what human communities would be like without healthy oceans.
 - Emphasize our dependence on oceans, even far from the coast.
 - Note how many of the values identified by the students depend on healthy habitats and good water quality.
9. Work with the students to create a display of the final mind maps.



Extensions

- Create a scavenger hunt. Develop a checklist of five to 10 common things in the class or community that oceans provide. Then, search for the items and check them off.
 - Depending on age, focus the hunt in the school, or extend it to the home and community.
 - Categories might include foods from the ocean, wildlife, water, goods transported across the ocean, music, and stories from the ocean.
 - Senior students can create a scavenger hunt for younger ones.
- Look online to find ocean connections in headlines and ads.
- Present your mind maps at a local [Oceans Day Festival](#).

Tips for Mind Mapping

This activity uses mind mapping to put our central topic—our connections to oceans—in a personal context. Mind mapping is a great way to brainstorm, organize, and remember information. The key is to keep it personal and open, while including opportunities along the way to feed in relevant information.

- Start with the main concept in the middle of a horizontal, blank page.
- Write or draw five to 10 related ideas radiating around the central idea. Then draw several new ideas radiating from each of those.
- Use colour.
- Use arrows or branches to show the connections between ideas.
- Draw quickly and leave lots of space at first. Don't edit or judge.
- After a first, quick round, share ideas with others.
- Then come back to your original map to fill in more information.

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