

Ocean Literacy Principles

Activity: Ocean Literacy Principles Thought Swap

Share your ideas about ocean literacy and the Ocean Literacy Principles.

Every ocean literate person should understand these principles:

1. Earth has one big ocean with many features
2. The ocean and life in the ocean shape the features of Earth
3. The ocean is a major influence on weather and climate
4. The ocean makes Earth habitable
5. The ocean supports a great diversity of life and ecosystems
6. The ocean and humans are inextricably interconnected
7. The ocean is largely unexplored

Materials

- One Ocean Literacy Principle per pair of students
Optional: Ocean Literacy Principles brochures or computer to access Ocean Literacy Principles website: <https://www.marine-ed.org/ocean-literacy/overview>

For hard copies of the Ocean Literacy Guide, contact education@noaa.gov

Procedure

1. Form two lines of equal length, with each person standing across from a partner.
 - a. Your teacher will ask a question to the class. Discuss this question with your partner.
 - b. After a few minutes of discussion, your teacher will tap the shoulders of the two people at the head of the line, who will tap the shoulders of the next two people, etc. When your shoulder is tapped, stop talking and pay attention to your teacher.
 - c. After discussing each question, one or more groups may be called on to share their thoughts about the question. If you are called on, you must present your *partner's* thoughts on the question/OLP, not your own, so pay close attention to what your partner is saying!
 - d. After each question:
 - i. the person from the head of the first line will go to the end of the first line and the first line will shift. The second line will stay the same. Thus, for each new question, everyone will have a new partner and,
 - ii. people in the line that did not move will pass their OLP to their neighbor in the opposite direction of the moving line. Thus, for each question everyone will have a different OLP.
 - e. *Optional:* Write your partner's thoughts on a classroom board or in your science notebook.

2. Discussion questions (option 1 – educators and researchers):
 - a. What do you think needs to be included in teaching about aquatic science? (e.g., the fundamental concepts for your research, extension focus, etc.)
 - b. What have you researched or taught that would apply to your Ocean Literacy Principle? (Think about what concepts might be covered under your principle.)
 - c. What challenges might you face communicating concepts covered under your Ocean Literacy Principle?
 - d. How can you extend your current education and outreach activities to make them more effective at communicating ocean literacy?

3. Discussion questions (option 2 – students):
 - a. What do you think you need to know about the ocean?
 - b. What concepts do you already know that apply to your Ocean Literacy Principle?
 - c. What topics do you want to learn that would relate to your Ocean Literacy Principle?
 - d. How can we tie class activities more closely to the ocean?

4. *Optional*: Look through an Ocean Literacy Principles brochure. Choose one of the OLP to learn more about and answer the following questions.
 - a. What is your OLP and why did you choose it?
 - b. What are the fundamental concepts for your OLP?
 - c. For your OLP, what fundamental concepts do you already know about? What fundamental concepts do you want to learn more about?

Material and Procedure Tips and Tricks

- Cut the Ocean Literacy Principles (OLP) into strips of paper so that each pair of students has one OLP. If you have more than 14 students, repeat principles.
- Initiate this activity by sharing some of the measures of ocean health or a current events story about the ocean. Lead students into a discussion of the importance of understanding the ocean's influence on them and their influence on the ocean.
- If it is a nice day, consider moving your class outside for this activity.
- Hand out one OLP strip of paper to each pair of students *after* the first discussion question. The first question is not tied to any particular OLP and should be answered before reading any of the OLP.
- Do not shuffle the OLP before passing them out, pass the OLP out in order. This will ensure each student pair gets a different OLP for each question.
- Consider calling on groups by OLP when it is time to share their responses to the questions. For example, have student pairs with OLP one and two answer discussion question 2b, pairs with OLP three and four answer question 2c, etc. Ask the students to read their OLP before answering the question. This way, all students are exposed to each OLP even if they do not get to discuss each OLP.