

# What is Ocean Policy?

## THE RIPPLE EFFECT

Activity  
Grades 4 - 8



### Learning Outcomes

After completing this activity, learners will be able to:

- Define ocean policy and its objectives
- Describe international ocean governance and its importance
- Explain the application of ocean policy in Canada

### Length of Activity

90 - 120 minutes

### Materials Required

- Internet-enabled device
- Backgrounder - What is Ocean Policy?
- KWL chart
- [Spiral Inquiry Model](#) – (optional) for guidance on how to conduct an inquiry

### Step 1: Introducing Canada's Oceans

- Begin by watching the video linked below: *What Wonders lie in Canada's Deep Sea and Why Should We Protect Them?* (3:33 minutes) <https://www.youtube.com/watch?v=fVbOXdgPCtQ>
- Continue on to reading the backgrounder: What is Ocean Policy?

### Step 2: Discussion and Inquiry Formulation

After watching the video and reading the backgrounder, distribute the KWL chart to learners. Facilitate a discussion in class by exploring any of the questions below. Have learners record what they **know** in the first column of the chart and what they **wonder** about the question in the second column of the chart as they go through the questions during class discussion:

- Based on what you watched and read, what is the purpose of ocean governance?
- Why is it important to have international ocean governance in place?
- What are some challenges in implementing international ocean governance for high seas and seabed areas outside of the national jurisdiction of countries?
- How can UN Sustainable Development Goals protect the oceans?
- What are some of Canada's ocean policies and how do they protect our oceans?
- What does the Fisheries and Oceans Canada do?

Based on the list of things learners want to know about ocean policy, encourage them to formulate their inquiry question.

## Step 3: Explore and Research

Learners can use the following resources to get started on their research to answer their inquiry question:

- [United Nations Environment Programme – Oceans and Seas](#)
- [International Union for Conservation of Nature – Marine and Polar](#)
- [Video - IPCC Special Report on the Ocean and Cryosphere in a Changing Climate](#)
- [IISD – The Rising Pressures on Ocean Governance](#)

Learners should keep notes of all the sources they have used as they compile their research for exploring their inquiry question.

## Step 4: Drawing Conclusions

Learners draw conclusions to answer their inquiry question. Ask learners to go back to their KWL chart and add everything new they have **learned** in the third column of the chart.

## Step 5: Presenting Outcomes

After drawing conclusions to their inquiry, ask learners to communicate their outcomes by sharing it with the rest of the class. Learners can do this through any medium – by creating charts, artwork, videos, written reports, or giving in-class presentations.