

What is Ocean Policy?

THE RIPPLE EFFECT

Activity
Grades 9 - 12



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.

In partnership with

This project was undertaken with the financial support of:
Ce projet a été réalisé avec l'appui financier de :



Environment and
Climate Change Canada

Environnement et
Changement climatique Canada



Waves of Change

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.

In partnership with

This project was undertaken with the financial support of:
Ce projet a été réalisé avec l'appui financier de :



Environment and
Climate Change Canada

Environnement et
Changement climatique Canada

