



Poster Guide

One Ocean - Te moana takutahi

The world's oceans and seas are really part of one continuous mass of seawater: “One Ocean”. However, because of the immense size of the ocean, humans have named different parts of it. Today, most scientists recognise five oceans.* From largest to smallest in size they are the Pacific, the Atlantic, the Indian, the Southern (or Antarctic) and the Arctic. There are also several dozen seas, which are usually smaller than oceans and are partially enclosed by land.

Ocean covers 72 per cent of the Earth's surface and contains 97 per cent of the Earth's water. The ocean is home to most of the life on Earth, regulates our weather and climate, provides most of our oxygen, and provides sustenance (food, employment, recreation) for many people.

Even though the ocean is huge, our individual actions do make a difference. The Seaweek 2006 poster identifies some of these—both positive and negative.

What do you see?

Introduce the concept of One Ocean by asking students what they see in the Seaweek 2006 poster?

The bird's-eye view of the albatross allows us to see that what is happening on the top half of the poster is very different from what is happening on the bottom half.

On the top half students may see

- people working to restore a dune
- a dog on lead
- people recreating
- marine life
- clean stormwater flowing into the ocean
- little blue penguins in the water and in handmade penguin boxes
- a healthy coastal forest in the left-hand corner of the poster

On the bottom half students may identify

- a dog off lead chasing little blue penguins away from the shore
- rubbish
- a person collecting more than shellfish limits allow (stripping the resource)
- little sand dune habitat and no coastal forest habitat remaining

- less marine life (in fact, there are so few fish that the fisher is having no luck catching anything)
- polluted stormwater flowing into the ocean
- vehicles on the beach
- people still recreating, but some of the activities are different

You may wish to use what responses the students give as a starting point for the class and then break the class into small groups to more thoroughly discuss, and, if appropriate, research one of the issues they've identified on the poster. Bring the class back together for each small group to be able to share the positive and negative impacts of people's actions in the poster.

Many believe that "the deepest crisis in the marine environment lies in the shallowest waters" due to the close proximity of humans to coastal waters (IUCN – World Conservation Union). Ask your students to consider this statement and look at actions in their own lives that may impact our ocean.

*Some scientists only recognise four or even three oceans.

A few additional learning resources:

http://www.albatross.org.nz/PDF%20Resources/Environment_Action_Planner.pdf - Environmental Action Planner

<http://www.fish.govt.nz/recreational/> - recreational fishing/collecting rules and limits

http://www.arc.govt.nz/arc/library/i64642_2.pdf - 62-page Stormwater and Environmental Education Guide

<http://www.penguin.net.nz/blue/bluenest.html> - little blue penguin information, including how to build little blue penguin shelters

<http://www.doc.govt.nz/Regional-Info/008~Wellington/004~Conservation/Penguin-Fact-Sheet.pdf> - fact sheet on little blue penguins

<http://school.discovery.com/schooladventures/planetoocean/ocean.html> - planet ocean lesson plans and teaching ideas

http://www.oceanalliance.org/education/education_whalekit_5.html - Whale Education Kit

www.iucn.org/news/mbocean.pdf - Ocean Blues - facts and information about the current state of our oceans