



Save Our Seas: The Rangers Challenge

Teacher
Guide



Thank you for booking your trip to SEA LIFE where your pupils will become the ultimate conservation champions and take on 'Save Our Seas: The Rangers Challenge' to help save our oceans and sea creatures from danger.

In this guide, you'll find information about the 'Save Our Seas: The Rangers Challenge' activity pack to accompany you when visiting your local SEA LIFE Centre, along with guidance for before and after your trip.

This guide includes:

-  Information about the pre-visit activity and where to find the short video to share with your class before your visit.
-  Advice on the activities within the 'Save Our Seas: The Rangers Challenge' activity pack, including ways you can support or challenge pupils.
-  How to complete the 'Create your campaign!' task on return to school.
-  The objectives and key curriculum links relevant to the trip and the activities.

Prior to your visit

Introducing 'Save Our Seas: The Rangers Challenge'

Prior to visiting your local SEA LIFE Centre, please show your class the short pre-visit video. Presented by a SEA LIFE aquarist, this video will introduce pupils to 'Save Our Seas: The Rangers Challenge'. The video will give them an idea of the key topics they'll be exploring through the range of fun activities they'll complete during their visit. The video finishes by explaining to pupils that they can complete their own conservation campaign back at school.

The video link can be found [here](#).

Use the following questions to facilitate a classroom discussion to help identify current knowledge and understanding, and help your pupils prepare for their trip:

1. What kind of creatures do you think we might see at the SEA LIFE Centre?

2. Why do you think that the SEA LIFE Centre is important in helping us learn about creatures and how to protect our oceans?

3. Does anyone know some ways that the oceans might be being affected negatively?

4. Does anyone know what an awareness campaign is?

This activity should take no more than 15 minutes.

Want to find out even more about what to expect on your trip to SEA LIFE? Head to the SEA LIFE website and choose the centre you'll be visiting for more information at visitsealife.com.

For the trip, please ensure pupils are split into groups of five and are supervised by an adult at all times.

Please be advised that SEA LIFE is unable to provide clipboards for pupils to use when filling in their activity packs. Each pack has been made with durable paper but please feel free to bring further support for pupils if you wish to do so. Please also note that you will need to provide pupils with their own pens.

During your visit

Getting to know the activity pack

When you arrive at your local SEA LIFE Centre, please go to the admission desk and request your activity packs. You'll need to specify how many groups of five are present, and their age/year group (so that you receive the correct pack).

In groups of five, pupils will gather information throughout their visit to SEA LIFE and record it in their activity pack. The prompt questions and activities within the pack are designed to get pupils thinking critically. Pupils will consider:

- ★ The different sea creatures they'll encounter and their habitats.

- ★ How sea creatures are being negatively impacted by human behaviour.

- ★ What can be done to help protect the sea creatures and their habitats.

There are extension activities within the booklet for further challenge.

Whilst most of the activities in the booklet are self-explanatory, the following activities require further consideration.

Please collect completed packs from pupils at the end of the trip.

Activity

Ages 5-7: 'Creature study' (page 6)

Ages 7-11: 'Features of creatures' (page 6)

This activity requires you to assign a sea creature to each group, ahead of your visit. To see which sea creatures and zones there are, please visit: [visitsealife.com](https://www.visitsealife.com), choose your local centre, and go to 'What's Inside'.

On the day of the trip, chaperones for each group will need to instruct pupils to look out for the sea creature they have been assigned.

Pupils will visit the sea creature they've been asked to look out for, and observe this creature and its habitat in order to answer the questions on page six of their activity packs.

Pupils should discuss their thoughts and ideas whilst observing their sea creature. To avoid overcrowding, please encourage them to move to a sensible place that is considerate to other guests to write their answers in the activity pack.

Activity

Ages 5-7: 'Habitat heroes' (page 7)

Ages 7-11: 'Save our sea creatures' (page 7)

For this activity, pupils will be asked to visit the Ocean Tunnel. Please encourage pupils to discuss their ideas as they move through the tunnel. Please then direct pupils to complete the activity in a sensible place close to the tunnel that is considerate to other guests.

This activity is all about creating discussion and debate. This activity requires pupils to think critically about scenarios that are linked to ocean

conservation issues. This could be an area of learning that is continued back in the classroom, helping them to prepare for their campaign activity.

Ages 7 – 11: For pupils aged 7 to 11, why not consider a short debate/discussion or voting activity that will develop communication and problem-solving skills? Ask pupils to explain their thinking behind their choice of which plan of action was the best for each scenario.

After your visit

'SEA LIFE Rangers: Create Your Campaign!' (page 8):

This final activity is all about getting pupils started on their campaigns. The aim of the campaign is to inform others about the dangers posed to sea creatures and the ocean, and what can be done to help. Pupils will work together to share the information they've gathered whilst on their trip to SEA LIFE.

Back at school, hand pupils back their activity packs where they should make thoughtful notes on page eight.

Give pupils enough time to complete their campaigns.

They may wish to think about certain threats, habitats, or the creatures they've learnt about on the trip.

Examples of threats include over-fishing, coral bleaching, melting ice caps, or plastic pollution.

Some ideas of how to incorporate the campaign into lesson planning include:

- ★ An English / literacy lesson sequence, writing to inform or persuade an audience.
- ★ A computing lesson sequence, using design software to create a poster or presentation to present their campaign.
- ★ An art lesson sequence, using a range of materials and imagery to showcase their campaigns and influence people's attitudes.

Encourage pupils to share their campaigns with their audience. This could be done by:

- ★ Making a display around school
- ★ Hosting an assembly showcasing their work
- ★ Sharing their work on the school website or in the newsletter



Please recycle all activity packs when campaigns have been completed and pupils no longer need them.

Curriculum objectives

Outlined below are the main relevant curriculum objectives for varying national curricula, so you can see how this trip and activity pack support your curriculum teaching / lesson planning.

England National Curriculum

Key Stage 1 Science	Lower Key Stage 2 Science	Upper Key Stage 2 Science
Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.	Recognise that living things can be grouped in a variety of ways.	Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.
Describe and compare the structure of a variety of common animals.	Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.	Give reasons for classifying plants and animals based on specific characteristics.
Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.	Recognise that environments can change and that this can sometimes pose dangers to living things.	Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
Identify and name a variety of plants and animals in their habitats, including microhabitats.		

Curriculum objectives (continued)

Scotland Curriculum for Excellence:

Sciences: Planet Earth – Biodiversity and Independence

Early	First	Second
I have observed living things in the environment over time and am becoming aware of how they depend on each other.	I can distinguish between living and non living things. I can sort living things into groups and explain my decisions.	I can identify and classify examples of living things, past and present, to help me appreciate their diversity. I can relate physical and behavioural characteristics to their survival or extinction. I have contributed to the design or conservation of a wildlife area.

Activity Pack answers

What am I? — page 5

1. Seahorse
2. Shark tank
3. The Coral Reef Tank with Clownfish

Habitat heroes — page 7 (ages 5-7)

1. No — oil spill
2. No — damaged coral reef
3. Yes — healthy, well-protected habitat
4. No — plastic pollution

Save our sea creatures — page 7 (ages 7-11)

1. A
2. D
3. B
4. C

Glossary

Use the following definitions to explain some of the key concepts found in the video and activity pack to your pupils.

Amphibian: Amphibians are cold-blooded vertebrates that don't have scales. They live part of their lives in water and part on land. e.g. frogs and salamanders.

Bird: Birds are warm-blooded vertebrates and are the only animals with feathers. Although all birds have wings, a few species can't fly.

Classification: The process of dividing animals into groups by looking at the similarities and differences between them. Animals can be divided into two main groups (vertebrates and invertebrates).

Classify: The act of dividing animals into groups by looking at similarities and differences between them.

Fish: Fish are vertebrates that live in water. They breathe using special organs called gills.

Habitat: A habitat is the home of an animal or a plant. The two main types of habitats are land habitats and water habitats.

Invertebrate: Animals that do not have a backbone.

Mammal: Mammals are warm-blooded vertebrates with hair. Female mammals produce milk for their young. Humans are an example of mammals.

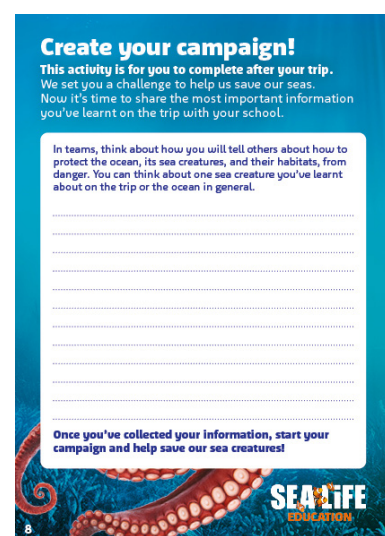
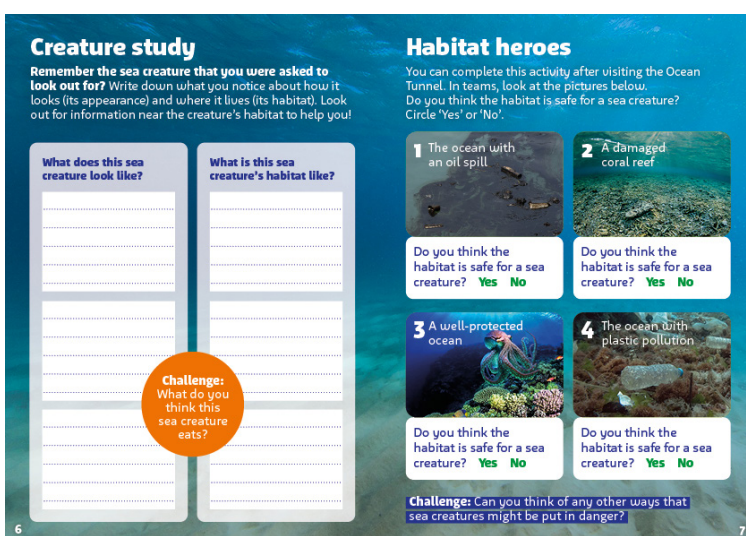
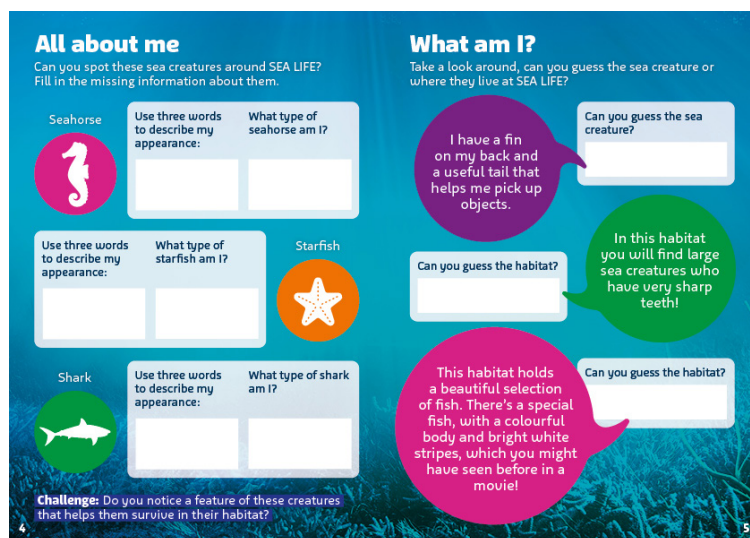
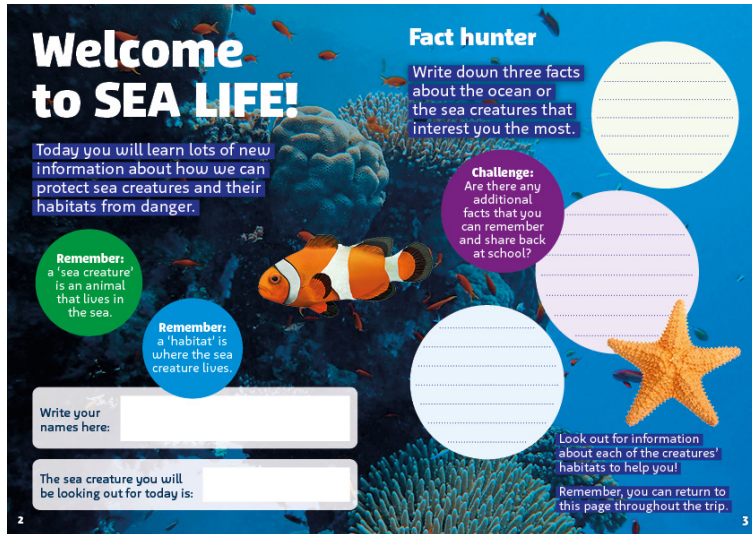
Physical feature(s): The features of an animal that you can see. For example, its size, shape, colour, texture, and other body parts they may have. These features are unique to each animal and help them adapt to and survive in their environment.

Reptiles: Reptiles are cold-blooded vertebrates. They have dry skin covered with scales or bony plates and usually lay soft-shelled eggs.

Species: A group of living organisms that share characteristics and can mate with each other to produce offspring.

Vertebrate: An animal that has a backbone.

Ages 5-7 activity pack preview



Ages 7-11 activity pack preview

