

Save Our Seas: The Rangers Challenge

Activity Pack

Ages
7 – 11



SEA LIFE
EDUCATION

Welcome to SEA LIFE!

Before your visit you were set a challenge to collect information about sea creatures and their habitats, and to figure out how we can help protect them.

Now, it is your job to complete these activities as you learn new things about marine conservation and how we can protect our seas.

Write your team name here:

Write down the name of the sea creature which your group has been asked to look out for:

Fact hunter

As you walk around SEA LIFE, write down five facts that interest your team the most. This can be about the sea creatures you come across, or the ocean in general.

Challenge:

Are there any additional facts that you can remember and share back at school?

Look out for information about each of the creatures' habitats to help you!

Remember, you can return to this page throughout the trip.

All about me

Can you spot these sea creatures around SEA LIFE?
Fill in the missing information about them.

Seahorse



Use three words to describe my appearance:

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What type of seahorse am I?

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Use three words to describe my appearance:

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What type of starfish am I?

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Starfish



Shark



Use three words to describe my appearance:

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What type of shark am I?

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Use three words to describe my appearance:

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What type of ray am I?

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Ray



Challenge: Do you notice a feature of these creatures that helps them survive in their habitat?

What am I?

We have given you a list of clues about three locations or creatures you will spot as you walk around SEA LIFE. See if you can guess what is being described.

Usually, I am found in tropical waters, but today you can find me in my special kingdom. I have a dorsal fin on my back, as well as a useful tail that can grab objects. I am a master at camouflaging myself amongst the sea plants!

Can you guess which sea creature is being described?

Can you guess which habitat is being described?

Inside this habitat, you will find sea creatures that have lived for more than 420 million years, meaning that these creatures existed before dinosaurs did! These creatures have gills, but the first thing you might notice are their enormous, sharp teeth.

In this habitat, you will find a beautiful selection of creatures. There's one in particular you might recognise from a movie, with an orange body and white stripes. This habitat also holds special secrets — what you might think are pieces of rock are actually living organisms!

Can you guess the habitat and sea creature?

Features of creatures

This activity is about the sea creature you have been told to focus on. How is this sea creature different from others? Describe in more detail how we can classify this sea creature.

What are the main features of this sea creature? Describe its physical appearance and structure.

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How would you classify this sea creature – invertebrate or vertebrate (e.g. mammal, bird, reptile, fish, amphibian)?

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How do you know that this sea creature falls into its classification?

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Which of its physical features help this creature survive in its environment? (e.g. fish have gills to breathe underwater)

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Challenge:

Do you know if this sea creature is at risk of extinction?

Save our sea creatures

You can complete this activity after you visit the Ocean Tunnel. In teams, read through each scenario and circle the solution you think is the best way to help keep our sea creatures from danger.

Scenario 1: Large amounts of plastic waste produced by humans are ending up in the sea. This is not only affecting the environment in which fish can live, but also some sea creatures are swallowing the waste, which harms them.

Circle one solution: A B C D

Scenario 3: On occasions, oil spills from ships can occur. This thick, sticky substance coats beaches, smothers ocean plant life, and can kill a wide variety of sea creatures including fish, sea birds and mammals.

Circle one solution: A B C D

Solution A: Reduce the amount of plastic that may end up in the sea by reusing and recycling.

Solution C: Encourage people to eat more vegetarian options, so fewer fish are caught to feed people.

Scenario 2: Drilling or mining through rocks that exist under the ocean bed means that certain habitats have been destroyed. This has particularly affected areas of the coral reef.

Circle one solution: A B C D

Scenario 4: Over-fishing has destroyed the number and types of fish that are living in the sea. When too much fishing takes place, there are not enough adult fish to breed to make more fish. This means that some species are at risk of extinction.

Circle one solution: A B C D

Solution B: Use more sustainable energy sources, such as solar or wind energy, so less oil is used.

Solution D: Raise awareness of the beauty of coral so that under-sea drilling does not occur here.

Challenge: Are there any other scenarios you can think of that put sea creatures in danger? How would you solve these?

