



MARINE STEWARD RECRUITMENT CENTER PROJECT PEER-DRIVEN MIDDLE SCHOOL DISCUSSION GUIDE

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In This Activity...

Students will assume their new role as a member of the Future Marine Stewards Recruitment Center. They will work in groups, researching and developing a new summer camp aimed at recruiting young teens to a lifetime of volunteerism at National Marine Sanctuaries.

Educational Partners



**National
Marine Sanctuary
Foundation**



NATIONAL MARINE
SANCTUARIES

GRADE LEVELS

Middle School - Grades 6-8

CONTENT AREAS

Life Science, Physical Science, Social Studies, Environmental Science, Natural Resource Science

UNIT THEME

Outdoor Recreation Planning

TOPICS

Human health, recreation planning, environmental awareness

TIME REQUIRED

Three, 45-minute sessions

OVERVIEW

Much like national parks on land, National Marine Sanctuaries provide a safe habitat for marine animals that may be close to extinction. They also protect historically significant shipwrecks and provide for a wide variety of activities including diving and wildlife monitoring. Volunteers help to ensure that National Marine Sanctuaries remain America's underwater treasures for generations to come, but there's always room for more volunteers, and that's where the "Marine Steward Recruitment Center" comes in.

Overfishing, pollution, and the threat of global climate change have caused the decline of many fish populations, marine animals and other sea creatures. Public awareness of these problems is necessary to aid in the preservation of National Marine Sanctuaries.

In this activity students will assume the role of an organizer at the Marine Steward Recruitment Center, tasked with creating a plan for a new summer camp. What will the campers see and do when they attend? How will these activities encourage campers to think more critically about the preservation of America's National Marine Sanctuaries? Students will need to determine the camp's target audience, and then create a marketing plan, recruitment poster, and (optional) TV commercial that gets people engaged and interested in signing up for the camp, and putting in the work to help preserve National Marine Sanctuaries.

As an educator, it will be important to engage the students in some critical questions. How do you create a steward? Do the campers just need to learn about something to become a steward or do they need to experience it? For example, are you a steward if you go on a whale watch or are you a steward if you spend classroom time learning about threats to whales such as ship strikes, changing ocean conditions, and loss of food sources? Would both create a steward equally? Or do you have to do both activities to become a steward, learn *and then* experience? You can have a discussion with the kids on how you make the campers actually change, what needs to be included in a program to make campers "care" and make changes in their lives to help the environment.

CONCEPT Outdoor Recreation Planning

ENDURING UNDERSTANDING:

Students will understand what National Marine Sanctuaries provide not only to the environment, but also to recreational ecosystems. They will also learn more about what goes into creating a plan to help people get involved in environmental volunteering.

CONTENT OBJECTIVES:

Students will be able to evaluate different features of specific National Marine Sanctuaries. They will also be able to research and debate potential benefits of their individual summer camp programs and how those programs will impact the environment and the people involved.

LEARNER OBJECTIVES:

Students will use online research to develop a Summer Camp Program that will introduce participants to the benefits of America's National Marine Sanctuaries, and attempt to create lifelong marine stewards out of their target audience. Students will use online research, discussions, presentations and debate to develop a summer camp for marine stewards that incorporates innovative ideas and business strategies with the overall goal of volunteer recruitment.

PROCESS OBJECTIVES:

Students will work in small and large groups to process new information and use evidence to come to conclusions.

MATERIALS NEEDED (each group, each student):

- Access to computers and the Internet
- Video and background information at; <https://intotheoutdoors.org/topics/becoming-a-marine-steward/>
- Pre-lesson Worksheet with questions to fill in while watching the video

PROCEDURES

Session 1 – Have students download, or print and distribute the Pre-Lesson Student Worksheet that accompanies this lesson. Instruct students to fill in the worksheet while watching the video. Go over the questions with the students before viewing so they know what to look and listen for.

After viewing the video, review and discuss the answers to the questions as a class. Encourage discussion.

Next, divide the class into groups. Students will then work together as teams within their groups to achieve their assigned goals in Sessions 2, 3 and 4.

Session 2 -

Research and Plan Development

- Students download "Summer Camp Worksheet" Review background information.
- Students perform research with provided links, or from other sources.
- Students discuss and develop plan with group.
- Students create a presentation that includes factual evidence and visual media (e.g., video, poster, graphs, charts, images, artwork)



PROCEDURES (continued)

Session 3 –

Group Presentations & Class Debate

- Each group presents their plan (with supporting research, reasons). Set guidelines for presentation and discussion time limits.
- Lead discussion after presentations are done. What are the pros and cons of the ideas and plans put forth?

Session 4 –

(Optional) Following the group discussion, students have the opportunity to modify their plan and present it to the class. Have a final discussion, then a vote to see which summer camp the class thinks would be most effective in winning over new volunteers.

ASSESSMENT

Students will be informally assessed based on their participation within their groups and during class presentations and discussions. Educators could collect the discussion notes students took during the video to check for completion.

Students can also be assessed on meeting the formal learning objectives by how thoroughly they completed their worksheets.

SPECIAL CONSIDERATIONS:

This activity is richest when completed in groups with answers shared to a whole class. The student project is not a typical project as it encourages students to construct knowledge as they create their itinerary. The steps to completion build off of each other.

EXTENSION ACTIVITIES

Assign extra activities that students could do with the knowledge they have gained. Use the same worksheets and guidelines in these additional activities.

RESOURCES

- **NOAA Office of National Marine Sanctuaries** <https://sanctuaries.noaa.gov/>
- **National Marine Sanctuary Foundation** <https://marinesanctuary.org/>
- **National Geographic Society / National Marine Sanctuaries** <https://www.nationalgeographic.org/encyclopedia/marine-sanctuary/>
- **Get Involved with your National Marine Sanctuaries** <https://sanctuaries.noaa.gov/involved/>
- **Educating People in Environmental Stewardship Practices** <https://www.noaa.gov/resource-collections/common-measures-definitions/stewardship-definitions>



The following National Common Core Standards can be met teaching;

Common Core Standards:

CCSS.ELA-LITERACY.RST.6-8.1

Cite specific textual evidence to support analysis of science and technical texts.

CCSS.ELA-LITERACY.RST.6-8.2

Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.RST.6-8.3

Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

CCSS.ELA-LITERACY.RST.6-8.4

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.

CCSS.ELA-LITERACY.RST.6-8.5

Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

CCSS.ELA-LITERACY.RST.6-8.6

Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

CCSS.ELA-LITERACY.RST.6-8.7

Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

CCSS.ELA-LITERACY.RST.6-8.8

Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

CCSS.ELA-LITERACY.RST.6-8.9

Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

CCSS.ELA-LITERACY.RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.RH.6-8.3

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

**CCSS.ELA-LITERACY.RH.6-8.4**

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-LITERACY.RH.6-8.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

CCSS.ELA-LITERACY.RH.6-8.6

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

CCSS.ELA-LITERACY.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-LITERACY.RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

CCSS.ELA-LITERACY.RH.6-8.9

Analyze the relationship between a primary and secondary source on the same topic.

CCSS.ELA-LITERACY.WHST.6-8.1.A

Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

CCSS.ELA-LITERACY.WHST.6-8.1.B

Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

CCSS.ELA-LITERACY.WHST.6-8.1.C

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.WHST.6-8.1.D

Establish and maintain a formal style.

CCSS.ELA-LITERACY.WHST.6-8.1.E

Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-LITERACY.WHST.6-8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.6-8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CCSS.ELA-LITERACY.WHST.6-8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

**CCSS.ELA-LITERACY.WHST.6-8.7**

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CCSS.ELA-LITERACY.WHST.6-8.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.WHST.6-8.9

Draw evidence from informational texts to support analysis, reflection, and research.