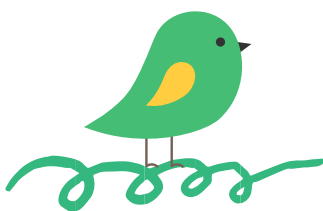




**Environmental Sustainability and Green Entrepreneurship  
Competence-Building in Kindergartens**



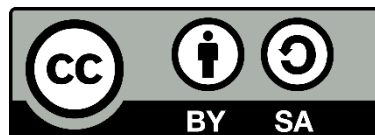
**Pedagogical Sequences and Gamified  
Activities on the topic of:  
Ocean Pollution**



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## Introduction

This pedagogic resource has been created within the framework of the [GreenGuardens Erasmus+ project](#). It addresses the fact that preschool children, most especially DHH (deaf and hard of hearing) ones, have limited to no opportunities to engage in activities pertaining to the enhancement of sustainability and entrepreneurship skills from a younger age.

The resource is directed at **kindergarten teachers** and is meant to help engaging children aged 3-6 years in gamified activities and experiments to understand their role in **environmental sustainability** and use competencies like decision-making, green responsibility, and initiative as triggers for early-on responsible & sustainable behaviour (short & long term).

The resource attempts to enable children to:

- Understand **the environmental impact** of different professions (e.g. farmer, fisherman).
- Learn about **good practices** that contribute to environmental sustainability.
- Discover the link between environmental sustainability and green entrepreneurship, shaping a **green entrepreneurial mindset** from early on.
- Comprehend **seemingly complex topics** through simple, familiar and playful activities.
- Engage in **interactive activities** where they will observe, learn and think through play and demonstrate knowledge through creative means.

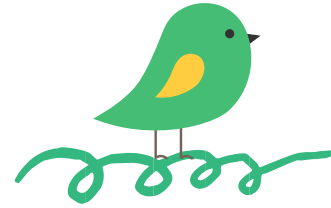
The resource tackles three main topics: **Ocean Pollution** (the present document), Deforestation, and **Air Pollution**. Each topic consist of 5-6 pedagogical sequences (lesson plans), containing everything a teachers needs to know in order to prepare a lesson with their students. The core of each lesson is a gamified activity, which helps bring about the subject to the children in an experimental manner. For quick finding of the activity, look for the GreenGUARDENS bird:



This resource is aimed at teachers familiar with the topics of environmental sustainability, green entrepreneurship, and inclusive education for deaf and hard-of-hearing students. Users of this resource can benefit from [Virtual Learning Lab \(VLL\)](#), which helps kindergarten teachers develop their sustainability and entrepreneurship competencies. The VLL modules include gamified micro-challenges that enhance teachers' core skills and produce a digital badge for learners upon completion.

# Pedagogical Sequences and Gamified Activities

## Lesson 1: We and the Ocean



### Description

Why do the oceans matter? The ocean is so far away. We almost never see it or interact with it personally. So why does it matter what happens to it? This lesson introduces the world of oceans to the learners and invites them to discover the links between it and their own lives.



### Learning Objectives

Upon completing the lesson, the learners should:

- Explore the links between the hydrosphere and human society.
- Be able to give concrete examples of the impacts of oceans on everyday life;
- Be aware of the importance of preserving the oceans.



### Methodology

- Discovery learning
- Brainstorming
- Discussion



## Related subjects / thematic areas

- Geography,
- Economics,
- Civic Studies



## SDGs addressed

This lesson plan facilitates the realisation of the following Sustainable Development Goals ([United Nations, 2015](#)):



## Duration

- Approximately 60 minutes



## Age of learners

- Kindergarten age (3 - 6 years old)



### Level of difficulty

- Easy. Suitable for preschool children. No prior experience required.



### Prerequisites for learners

- Learners should be able to engage in a discussion – take their turn, listen to others, contribute actively.
- Ability to count until 10 would be useful.



### Preparation

- Print out Annex 1 (one copy should be enough for the pictures, and a set of tokens for every child).
- Get familiar with the contents of the activity and consider appropriate question prompts for the children.



### Materials needed

- Printouts of Annex 1.
- Paper
- Coloured pencils
- Duplos or similar



## Introduction

- Ask the children if they have ever been to the sea. Ask them to describe what they could find there (e.g. fish, crabs, windsurfs, ships etc.). Ask them to divide them into two categories – living and non-living. How many animals and plants living in the sea or ocean can they come up with? The more, the better. For all these animals, the sea or ocean is their home – so they wouldn't want anything bad to happen to it.
- You might want to provide some visual cues for the children in the form of images / Duplos, / books so they find it easier to come up with examples.

10 min.



## Delivery of gamified activity

- Step 1: Present the children with pictures of a forest and ocean. Explain to them that both the forest and the plants in the ocean produce the air we breathe. Now, which produces more – the trees, or the ocean? Give each child ten tokens of air (from the printout or replace them with any material you have on hand – buttons, Duplo's etc.). Each child must divide them between the trees and ocean. They are allowed to discuss and/or change their opinion based on what others do. After all are done, present the answer. Sea plants produce 70% of the oxygen we breathe, while forest account for 28 %. Place seven tokens in front of the ocean, and three in front of the trees. Show the children how to divide their tokens (not all might be able to count), Then, every child does places their tokens in front of the ocean and forest, until there are two piles – a much bigger one for the ocean.
- Step 2: Ask the children if one can drink sea water. Of course, not, because it is salty. Yet, all people, plants and animals drink water from the ocean. How can that be? Ask the children to draw the sun, the rain, the clouds in groups and then to bring them into connection. While they are drawing, you can explain the circle of water - the sun heats up the water in the ocean, it is formed into clouds, and clouds produce rain. Ask children if rainwater is salty. It is not, because salt is not evaporated into clouds.
- Step 3: Ask children what kind of food comes from the ocean. Chances are they will think of fish first. Keep asking until someone says that plants also exist – specifically, seaweed. Then ask the children which is more important

– they can move inside the room, with the ones thinking it is fish moving to one corner, and the ones preferring seaweed – to the other. The answer is, they are about the same – seaweed the main source of protein (the stuff in the food that makes you strong) for one man in seven, and fish – about the same for people who eat fish and meat.

- Step 4: Ask children what kind of jobs they know that are related to the ocean. Of course, there are sailors and fishermen, but what else? For example, there are divers, oil workers, shipbuilders, lifeguards, hotel and restaurant owners, ice-cream vendors, swimming coaches etc. The more the group can come up with, the better. Take your time and be creative if stuck. The coast is also near the ocean. What is inside the ocean? What above it? What do you need to get into the ocean?

45 min.



## Closing

- Ask the children what they like most about the ocean and the sea. Probably most will think of summer holidays, sandcastles and swimming – what is perfectly alright. List all the reasons the oceans matter. Recap once more that it gives us our water, air and much of the food, and mention the ones for whom it is most important – the animals that live in it, and the people it gives jobs to.

5 min.



## Follow-up

- Consider delivering some of the other lessons included in the topic. It is logical to focus on one aspect – the diversity of life in the ocean, how fish end up in our plates, or what threatens life in the ocean.



## Accessibility and inclusion



- Make sure that everyone has a chance to contribute to the discussion. Don't allow the louder/more confident children to dominate the rest of the group. Everyone should treat the suggestions of others with respect, even if they are not correct.



## Sustainability Tips

- If delivering the activity more than once, keep the printouts for future use.
- Consider replacing the printouts with objects already available on hand to save on the printing.



## Resources

- The Oceanpreneur (2018). 7 Reasons why the ocean is SO important: <https://www.theoceanpreneur.com/impact/ocean-education/sev.en-reasons-ocean-important/>
- National Geographic (2023). One Ocean. A guide for teaching the ocean to grades 3 to 8: <https://education.nationalgeographic.org/resource/one-ocean-teacher-guide/>
- National Geographic. Pristine Seas Mapmaker: <https://mpmkr.maps.arcgis.com/apps/instant/atlas/index.html?appid=0cd1cdee853c413a84bfe4b9a6931f0d&webmap=d578221acda84ab6bdb7263a787bc661>
- Image credits:
  - <https://www.pexels.com/photo/pathway-between-green-leafed-trees-109391/>
  - <https://www.pexels.com/photo/landscape-photograph-of-body-of-water-1001682/>
  - <https://pixabay.com/illustrations/design-air-basket-sky-balloon-hot-5384203/>

## Lesson 2: Marine Life



### Description

How does life go in the seas and oceans? This lesson introduces children aged 3-6 to the fascinating world of marine life. Through interactive activities and discussions, they will learn about different sea creatures, their habitats, and why it's important to protect marine life.



### Learning Objectives

Upon completing the lesson, the learners should:

- Identify and name some common marine **such as fish, octopus, turtle etc.**
- Be able to identify the basic characteristics of marine habitats, **such as fish, octopus, turtle etc.**
- Develop an awareness of the importance of marine life and conservation.



### Methodology

- Storytelling
- Hands-on activities (such as drawing, painting, cutting material, making game assets)
- Visual aids (such as pictures, illustrations, books)
- Group discussions



## Related subjects / thematic areas

- Science, Environmental Studies, Art (drawing of marine creatures), Civic Education



## SDGs addressed

This lesson plan facilitates the realisation of the following Sustainable Development Goals ([United Nations, 2015](#)):



## Duration

- Approximately 60 minutes



## Age of learners

- Kindergarten age (3 - 6 years old)



## Level of difficulty

- Easy. Suitable for preschool children.



## Prerequisites for learners

- No prerequisites required. The teacher might want to consider delivering Lesson Plan 1 for better insights into why the ocean matters.



## Preparation

- Gather pictures and/or toys of marine animals. Avoid using personal toys of children, as it may lead to conflicts.
- Prepare drawing materials (such as crayons, wax colours, coloured pencils, paper, cardboard).
- Have a fish tank and/or a poster of underwater scenes.
- Find a marine-themed storybook.



## Materials needed

- Pictures (See Annex 2), toys and other visual aids of marine animals and life
- Drawing materials
- Fish tank and/or underwater scene poster
- Marine-themed storybook



## Introduction

- Introduce the children to the lesson's topic. Tell them that you are "going on an adventure to discover the creatures that live in the ocean!" (5 minutes)



## Delivery of gamified activity

- **Step 1: Marine animal identification** – Show pictures of marine animals and ask the children if they know any of them. Encourage the children to name them and discuss their favourite ones (10 minutes).
- **Step 2: Underwater Habitat Exploration** – Show a fish tank or underwater scene poster. Explain that marine animals live in the water and have different homes. Emphasise that we should take care of the ocean and its creatures. (10 minutes).
- **Step 3: Storytelling** – Read a marine-themed storybook. Discuss the characters and their underwater adventures (15 minutes)
- **Step 4: Arts and crafts** – Encourage children to draw or colour their favourite marine animal (15 minutes)



## Closing

- Gather the children and ask them to share their favourite marine animal from today's lesson. Remind them that we should take care of the ocean. Encourage the children to discuss their favourite marine creature and what they've learned with family and friends (5 minutes).



## Follow-up

- Deliver the rest of the “Green GUARDens” lessons and activities for a complete knowledge on sustainability.
- If the children find this activity interesting, they can also play with making a fish tank: <https://climatekids.nasa.gov/ocean-ecosystem/>



## Accessibility and inclusion

- The teacher should arrange the space to make sure that she/he is visible and audible to all students.
- The teachers should use big and clear images as a visual reference to what they are saying. This will help all students understand and memorise the lesson better.
- Be attentive to children with special needs, adapting activities as necessary.
- Use sign language for deaf children.



## Sustainability Tips

- Use recyclable materials for arts and crafts.



## Resources

- Fava, M. (2022), "The Treaths to the Ocean in 2022 and How to Prevent Them," *UNESCO Intergovernmental Oceanographic Commission*, Available at: <https://oceanliteracy.unesco.org/threats-to-the-ocean/> (Accessed 20 October 2023).
- National Geographic Education (n.d.), "How to Care for the Ocean," Available at: <https://education.nationalgeographic.org/resource/how-care-oceans/> (Accessed 20 October 2023).
- Pexels, Free Marine Animals Photos, Available at: <https://www.pexels.com/search/marine%20animals/> (Accessed 26 October 2023).

## Lesson 3: Chef Antonio Likes Tuna



### Description

This lesson introduces children aged 3-6 to the journey of fish from the ocean to their dinner plates. Through interactive activities, the children will gain a basic understanding of the process and understand why it is important to protect the ocean. In parallel, they will learn about different jobs related to the ocean (i.e. fisherman) and enhance their communication skills through roleplay.



### Learning Objectives

Upon completing the lesson, the learners should:

- Describe the journey fish take from the ocean to their plate.
- Develop an awareness of where food comes from.
- Be in a position to describe how keeping the ocean clean positively impacts them.
- Identify ocean-related jobs, such as fisherman, ship captain etc.
- Implement effective communication skills.



### Methodology

- Roleplay
- Storytelling,
- Hands-on activities: drawing, painting, cutting material, making game assets
- Visual aids



## Related subjects / thematic areas

- Science (basic food chain), Geography (where fish live and where we live), Food and Nutrition.



## SDGs addressed



## Duration

- 60 minutes.



## Age of learners

- Kindergarten age (5 - 6 years old)



## Level of difficulty

- Easy (no preparation required).





## Prerequisites for learners

- None. The teacher might want to consider delivering preceding lesson plans for better insights into why the ocean matters.



## Preparation

- Prepare a simple theatrical scenario about a fish's journey. See Annex 1 for an example.
- Gather visuals, such as pictures of fish, oceans, and plates of food.
- Set up a "kitchen" area with toy pots, pans, and utensils.



## Materials needed

- Story about fish's journey
- Visual aids (pictures of fish, ocean, food)
- Props for the play, like toy pots, pans, and utensils, toy fish, fisherman hat, vendor outfit, chef hat



## Introduction

- Begin by asking the children what they had for dinner the previous night. Introduce the topic: "Today, we're going to learn about how fish end up on our dinner plates" (5 minutes).



## Delivery of gamified activity

- **Step 1: Storytelling** – Tell a simple story about a fish’s journey from the ocean to the plate. Divide it into five main chapters – 1) ocean life; 2) the fisherman goes fishing 3) the vendor sells the fish; 4) the chef cooks the meal; 5) the family eats dinner. Emphasise the importance of sustainable fishing, packaging and cooking! (10 min).
- **Step 2: Roleplaying preparation** – Set up a fishing area, a kitchen area and a dinner area. Divide the children into teams and assign the roles (10 minutes)
- **Step 3: Roleplaying implementation** – Encourage the children to assume their roles and act accordingly (20 minutes)
- **Step 4:** Engage the students in a **discussion** about what they’ve learned, and about which role they mostly enjoyed (10 minutes)



## Closing

- Gather the children and ask them to share what they've learned about the fish's journey. Emphasize that food comes from different places, and we should appreciate where it comes from. We should therefore respect the environment (5 minutes)



## Follow-up

- Encourage the children to talk about the source of their food at home and during meals.
- Encourage the children to share a simple fish-themed recipe and vice versa.
- Deliver the rest of the “Green GUARDens” lessons and activities for a complete knowledge on sustainability.



## Accessibility and inclusion

- The teacher should arrange the space to make sure that she/he is visible and audible to all students.
- The teacher should use big and clear images as a visual reference to what she/he is saying. This will help all students understand and memorize the lesson better.
- Be attentive to children with special needs, adapting activities as necessary.



## Sustainability tips

- Use recyclable materials for arts and crafts.



## Resources

- Amber Charles Alexis (2021), "5 Types of Eco-Friendly Food Packaging (and 3 to Avoid)," Available at: <https://www.healthline.com/nutrition/eco-friendly-food-packaging> (Accessed 24 October 2023)
- Lewis, J. (2023), "The importance of role play in the early years," *Care for kids*, Available at: <https://www.careforkids.com.au/blog/the-importance-of-role-play-in-the-early-years> (Accessed 25 October 2023)
- National Geographic Education (n.d.), "Sustainable Fishing," *Healthline*, Available at: <https://education.nationalgeographic.org/resource/sustainable-fishing/> (Accessed 24 October 2023)

## Lesson 4: My Fish Needs a Doctor



### Description

What makes the fish sick? This lesson plan provides kindergarten teachers with theoretical and practical material related to the negative consequences of ocean pollution to the environment and to our lives, and the importance of keeping the oceans clean. By the end of this lesson, children will be able to understand some of the threats that our oceans face and why they are important, and what they can do to help protect the ocean.



### Learning Objectives

- Examine the consequences of threats to the ocean, like ocean pollution, unsustainable fishing and oil spills.
- Comprehend how to use the ocean sustainably.
- Recommend preventative solutions to protect the ocean.
- Develop a sense of responsibility toward the environment .



### Methodology

- Experiential learning,
- Cooperative learning,
- Treasure hunt



### Related subjects / thematic areas

- Environmental Protection,

- Sustainability,
- Civic Education.



### SDGs addressed



### Duration

- 60 minutes



### Age of learners

- Kindergarten age (5 - 6 years old)



### Level of difficulty

- Easy (no preparation required)



### Prerequisites for learners

- None



## Preparation for teachers

- Read about 'Threats to the Ocean' and understand the impact on the environment. You can use the reading list provided in this lesson plan, and also do your own research. Threats to the ocean include:
  - **Climate Change**
    - **Ocean Acidification** is caused by the increased levels of carbon dioxide in the atmosphere.
    - **Sea water levels are rising** due to global warming and the subsequent melting of glaciers around the globe.
  - **Pollution**
    - **Plastics and ocean debris** caused by humans.
    - **Nonpoint source pollution – land runoff**, refer to the waste that comes from land runoffs, precipitations, and atmospheric deposition.
    - **Oil Spills** refer to the release of a liquid petroleum hydrocarbon into the environment and the marine ecosystem.
  - **Fishing and Fishing Gear**
    - **Fishing gear**, like fishing nets that are usually made of plastic are often abandoned or lost. Wildlife gets trapped in them or drag them across as they swim.
    - **Overfishing** depletes resources and destabilises ecosystems.
- Familiarise with solutions to protect the ocean. You can use the reading list provided in this lesson plan and do your own research. Ocean protection solutions include:
  - Reduce energy consumption.
  - Use fewer plastic products.
  - Make sustainable seafood choices.
  - Maintenance of river floodplains to prevent mud from entering rivers and oceans. Managing farm waste and sewage effectively are also important.



## Materials needed

- See Annex 2 for images of marine animals. See Annex 4 for photographs depicting the threats to the ocean. The teacher can use these during class lesson delivery and/or during the treasure hunt.
- Plastic bag/ bottle, fishing net, other pollutants (Optional: The teacher could ask the students to bring some of these material from home)
- Craft materials (optional)



## Introduction

Start with a short discussion: "Who has been to the beach or seen the ocean before? What do you like about the ocean?" (5 minutes). (The teacher should provide pictures of the ocean (Anticipating their answers), and reveal them as the children are stating what they like about the ocean)



## Delivery of gamified activity

- **Step 1:** Show images (Annex 2) of the ocean and fish to engage their interest (2 minutes).
- **Step 2: Theory** – Introduce threats to the ocean. These can include unsustainable fishing, pollution, oil spills, and climate change. Briefly explain each threat using age-appropriate language, such as how pollution can harm fish and other ocean animals or how plastic waste can be dangerous to sea turtles. Use images (Annex 2) to help the students visualize the threats (15 minutes).
- **Step 3:** Ask the children to compare the images of 'clean' and 'dirty' ocean and how they feel about them (3 minutes).

- **Step 4: Treasure hunt** – find the pictures of all pollutants and save the ocean! The teacher hides some images or real pollutants (i.e. a plastic bag, plastic bottle, fishing net etc.). The teacher divides the students into couples to encourage teamwork. The children must find them (20 minutes).
- **Step 5: Assessment** – The students must name the threat and share what they've learned and what they can do to help the ocean (10 minutes).



## Conclusion

Reflection – Emphasise that we need to take care of the ocean, just like we take care of our toys or pets (5 minutes).



## Follow-up

- Deliver other lessons designed under the framework of the Green GUARDens project.
- Additional recommended activity: Provide craft materials and encourage the children to make posters advocating for the protection of the ocean.



## Accessibility and inclusion

- The teacher should arrange the seats space) to make sure that she/he is visible and audible to all students.



## Sustainability tips

- Print the pictures once and save them to avoid paper waste.
- Use recyclable materials for crafts activities.





## Resources

- United Nations Regional Information Center for Western Europe (n.d.)  
"Oceans in danger: the threats they face" Available at:  
<https://unric.org/en/oceans-in-danger-the-threats-they-face/> (Accessed 20 October 2023).
- National Geographic Education (n.d.), "How to Care for the Ocean," Available at: <https://education.nationalgeographic.org/resource/how-care-oceans/> (Accessed 20 October 2023).
- United Nations Regional Information Center for Western Europe (n.d.)  
"Oceans in danger: the threats they face" Available at:  
<https://unric.org/en/oceans-in-danger-the-threats-they-face/> (Accessed 20 October 2023).
- Liou, J. (June, 2022), "What is ocean Acidification?" *IAEA Office of Public Information and Communication*. Available at:  
<https://www.iaea.org/newscenter/news/what-is-ocean-acidification> (Accessed 25 October 2023).

## Lesson 5: Chef Antonio Needs Your Help



### Description

Applying relevant pedagogical theories that advocate that kindergarten topics should be chosen based on children's interests through conversations and interviews with them, the GreenGuardens project devised approaches to address the topic of climate change through ocean pollution, should this topic capture children's attention. Pre-school teacher can, naturally, discuss this topic with children, but they should continue with it only if children show curiosity and interest. Different aspects of this activity can, however, be used for some other topics within the same field which are interesting to children.



### Learning Outcomes

Upon completing the activity, the learners should:

- Become aware of potential threats to the oceans.
- Understand the need for ocean conservation.

#### **General objectives:**

- Encourage children to seek answers to the posed questions.
- Creating conditions for independent activities of the children.
- Developing readiness to exchange opinions, listen to others, discuss and reach conclusions.
- Creating conditions and encouraging activities for children to develop and further improve memory skills.

#### **Specific Objectives:**

- To raise awareness related to ocean conservation solutions.
- To raise awareness of threats to oceans and other water sources.
- To develop the ability of understanding the role of human in both processes.



## Methodology

Project-based approach, which can, among other methods, include:

- Interactive activities: constructing toys and materials, building models and different activity corners, preparing exhibitions, etc.
- Discussions and demonstrations: memory game, expert guests (biologists, environmentalists, etc.)



## Related subjects / thematic areas

- Environmental Protection,
- Sustainability,
- Civic Education



## SDGs addressed



## Duration

- As long as children have interest to tackle the topic, which can last between one day and several weeks. Very often, one topic can lead both children and pre-school teacher to another interesting topic, and pre-school teachers

should always use children's interest to keep learning together. This is the reason why project-approach has been suggested.

- But we anticipate a day or two for this activity.



### Age of learners

- Kindergarten age (3 - 6 years old)



### Level of difficulty

- Medium – consider the previous knowledge and skills that children have acquired and the topics they have discussed. If they have already covered a topic similar to this one, remind the children about it and try to connect the new topic with the one already covered.



### Prerequisites for learners

- None



### Preparation

- Prepare – read materials about the ocean and threats and solutions for ocean conservation to start a discussion with the children.
- Arrange the space in the classroom so that it is possible to work easily.



## Materials needed

- Paper, cardboard, cardboard boxes (use recycled ones)
- Crayons, temperas, scissors



## Introduction

First, observe the children, listen to them, and take notes. If you are sure that the topic is interesting to the children, ask them some initial questions to understand how the children wish to discuss and address the topic. Try to connect the topic of ocean conservation with a topic the children have discussed in previous activities about ocean or with topics you have covered with them before.

The best introduction to this topic could be a visit to a Museum of Natural History, public aquarium or some such places, or if there are no conditions for this, maybe a nice animated movie, a cartoon or something which could be a nice discussion starter.



## Delivery of gamified activity

Suggestions how the activity could be done:

- **Step 1: Interviewing** children about the things and animals they saw during field trip /or playing a short, animated video to introduce the topic (1 hour).
- **Step 2: Preparation of memory cards** – Invite the children to help Chef Antonio and present in different ways (in pairs or groups, by drawing, on paper or cardboard, etc.) good and bad solutions for ocean conservation (based on Step 1 activities) and create memory cards. Cards should be a product of activity and interaction among children (2 hours).
- **Step 3: Start Memory game** – One child at a time reveals a memory card of their choice (prepared in the previous activity) and describes its contents. The goal is for the children to match the correct pair - one solution for ocean conservation. Children should also recognise bad practices, and leave those cards open. Remind the

children that Chef Antonio will not be worried now because he knows how to preserve the tuna he loves so much: both in the sea and on the plate (2 hours or as long as the children are interested).

- **Step 4: Discussion** – Initiating conversation with children and among children (what they liked the most/ the least, why the suggestions on the single cards are bad for the ocean; 1 hour).



## Closing

- Reflection – only for teacher (take notes about the process, what was interesting, what new questions have the children posed; what could be the new directions of tackling the topic; what can I do better tomorrow; what should I avoid doing, etc.)



## Follow-up

- Pre-school teachers should take notes (write a diary of activities) in which they would emphasise the strengths and weaknesses of implemented activities, suggest possible solutions for a change or improvement, make recommendations for personal growth.



## Accessibility and inclusion

- Make sure that there is enough space for the activity and that all children can hear and see you clearly.
- Provide additional clarification to those who need it to understand the task.
- Adapt activities for children with special needs if you notice they need it.



## Sustainability tips

- Use recycled materials to make play props



## Resources

National Geographic Environment. *10 Things You Can Do to Save the Ocean*. Available at: <https://www.nationalgeographic.com/environment/article/10-things-you-can-do-to-save-the-ocean> (Accessed November 15, 2023)

Sustainable Development Goals. *The Lazy Person's Guide to Saving the Ocean*. Available at: <https://www.un.org/sustainabledevelopment/the-lazy-persons-guide-of-ocean-actions/> (Accessed November 15, 2023)

World Wildlife Fund. *7 ways you can help save the ocean*. Available at: <https://www.worldwildlife.org/stories/7-ways-you-can-help-save-the-ocean> (Accessed November 15, 2023)

Marković, T. (2017). *INTEGRATIVNA PRAKSA: Integrativni pristup vaspitnoj praksi u preškolskim ustanovama*. Pirot: Visoka škola strukovnih studija za obrazovanje vaspitača

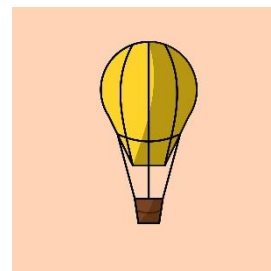
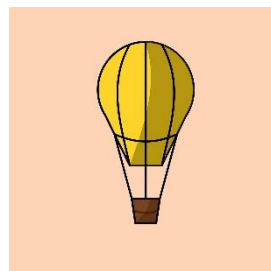
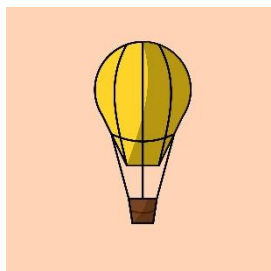
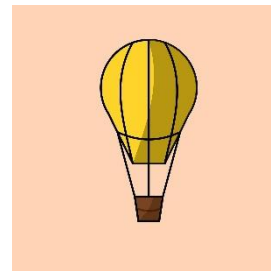
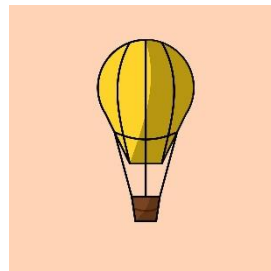
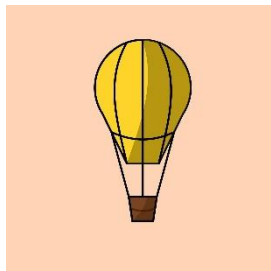
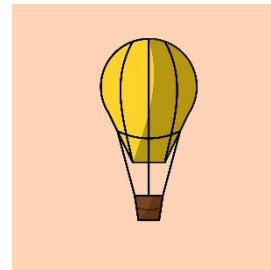
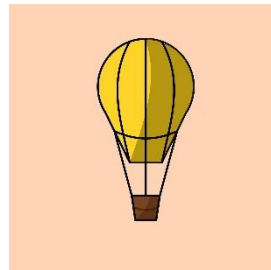
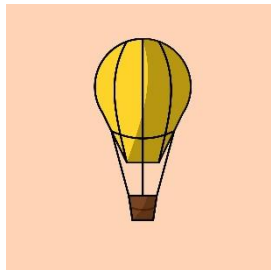
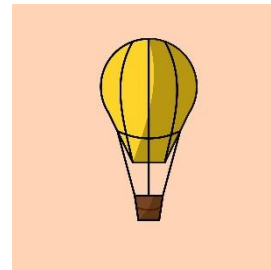
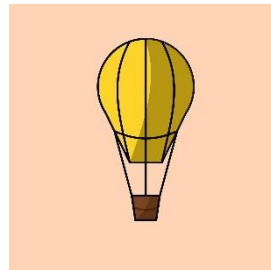
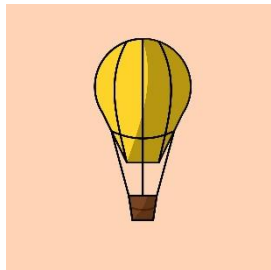
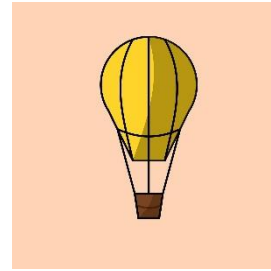
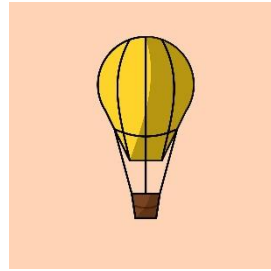
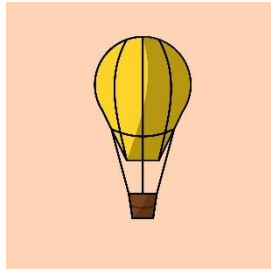


# Annexes

## Annex 1 – Who produces the most oxygen?









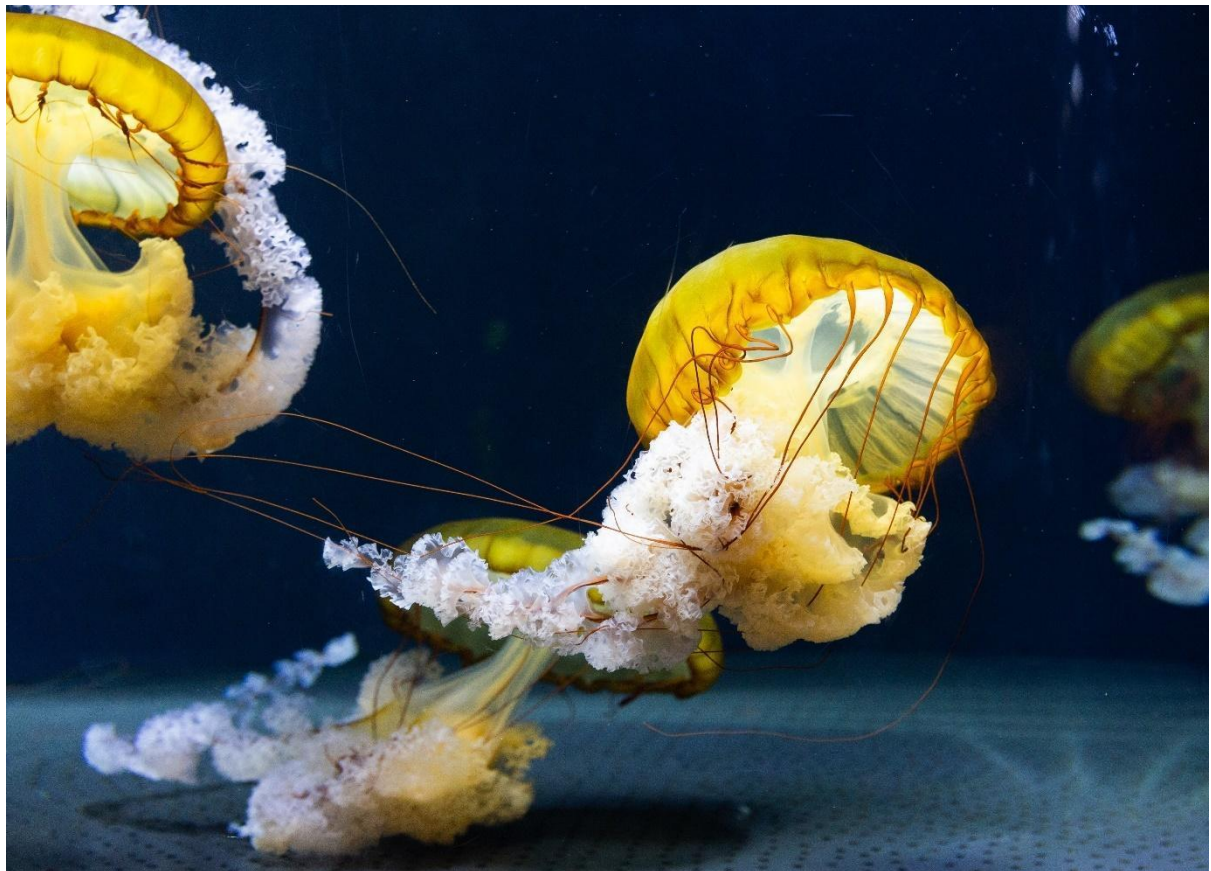
## Annex 2 – Images of Marine Animals











## Annex 3 – Short Story

### “From Ocean to Dinner Table”

#### Chapter 1: "Life Under the Sea"

In the quiet ocean, coral reefs sway gently like underwater gardens. Colorful fish hide and play in nooks and crannies. An octopus stretches its arms to say hello, and silvery sardines swim together like a shimmering dance.

#### Chapter 2: "The Fishing Adventure"

Above the water, a brave fisherman named Captain Jack sets out in his old boat. He spreads his nets in the sparkling blue ocean, hoping to catch some fish. He wants to bring home dinner for his family and share some with the folks in town.

#### Chapter 3: "The Fish Market"

Down by the busy market at the seashore, Maria the fish vendor arranges her stall with the fish Captain Jack caught. There's a salty sea breeze, seagulls singing, and people gathering to pick their favorite fish. Maria is so friendly, and she tells everyone about the ocean's treasures.

#### Chapter 4: "The Chef's Magic"

In a cozy restaurant nearby, Chef Antonio works his cooking magic. He's a wizard with seafood. He seasons the fish with yummy herbs, drizzles it with special oil, and grills it. The sizzling sound makes the whole place smell delicious!

#### Chapter 5: "Family Dinner Time"

As the sun sets, a family named Sarah, Daniel, Emma, and Leo sit at a wooden table in Chef Antonio's restaurant. They're happy and share stories from their day. And they can't wait to taste the amazing fish that started its journey in the ocean. It's a delicious dinner full of love and adventure.



## Annex 4 – Images Depicting Threats to the Ocean









