

## GED 2002 Teachers' Handbook of Lesson Plans

Area/Skill - Science	Cognitive Skill Level - Synthesis	Correlation to Science Framework - 03.03/03.05	Lesson Number - 08
<p><b>Activity Title - Play Under the Sea</b></p> <p><b>Goal/Objective</b></p> <p>To create an awareness of the hazards of ecosystems and the development of writing skills in science through the creation of a children's book.</p> <p><b>Lesson Outline</b></p> <p><b>Introduction</b></p> <p>There are many different environments in the today's world. Those environments each require a delicate balance in order to survive. If something within the environment is damaged or thrown out of balance, then the whole system is likely to be extinguished. Man has a responsibility to maintain those environments wisely.</p> <p><b>Activity</b></p> <p>Conduct a brief introductory discussion on the threats to the coral reef. The coral reef is a very delicate ecosystem. Threats to coral reefs include: human contact, runoff water, sewage, cyanide fishing, fertilizers and pollution and blast fishing.</p> <p>Many GED students have children of their own, younger siblings or grandchildren. The student's assignment is for this lesson is to create a children's book. Each student will be responsible for one page of the book. The book will present information on coral reefs and the dangers to their survival. You may wish to compile the book and donate it to a neighboring school. This activity provides students with a real life use for something that they have created as well as integrating the writing process with science.</p> <p><b>Debriefing/Evaluation Activity</b></p> <p>Students need to recognize that every environment has a purpose and that if there is an ecological imbalance in one, this will likely have an affect on the other environments including their own. data from the federal government, surveys, predictions, reports, etc.</p>		<p><b>Materials/Texts/Realia/Handouts</b></p> <ul style="list-style-type: none"> <li>• Materials to develop a children's text</li> <li>• World atlas</li> <li>• The Evergreen Project/Coral Reefs - <a href="http://mbgnet.mobot.org/salt/coral/indexfr.htm">http://mbgnet.mobot.org/salt/coral/indexfr.htm</a></li> <li>• Threats to Coral Reefs - <a href="http://mbgnet.mobot.org/salt/coral/threats.htm">http://mbgnet.mobot.org/salt/coral/threats.htm</a></li> </ul>	
		<p><b>Extension Activity</b></p> <p>Damage is currently occurring to coral reefs. Have students research information about damage currently being done to coral reefs such as the Great Barrier Reef in Australia, the Florida Keys Reef, the Belize Coral Reef, or any other major reefs that students have identified. Have them list the types of damage that exists and what is being done to correct the</p>	
		<p><b>ESE/ESOL Accommodations</b></p> <ul style="list-style-type: none"> <li>• Have students illustrate their knowledge.</li> <li>• Provide students with "spelling guides" for words that they will be using in the lesson.</li> <li>• Develop a summary of the material for the student to read first.</li> <li>• Repeat, paraphrase and summarize all important points.</li> </ul>	
<p><b>Real-Life Connection</b></p> <p><i>Ask:</i> Do you like to eat seafood? Do you like to go ocean fishing or scuba diving? What would happen to these activities if the coral reefs were destroyed?</p>			

## GED 2002 Teachers' Handbook of Lesson Plans - Script

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### Activity Title - Play Under the Sea

#### Introduction

*Ask:* What is a coral reef? Answers should include that it is an undersea environment that shelters many different underwater plants and animals. *Ask:* What are some of the threats to the coral reef environment? Answers should include: human contact, ships running aground, oil spills, runoff water, sewage, cyanide fishing, fertilizers and pollution, and blast fishing.

#### Main Activity

*Ask:* How many of you have children, younger brothers and sisters or grandchildren? Science is an important part of each our lives. If our environment is to survive, then we must share our knowledge with those who will be the adults of tomorrow. One of the ways that we can help young people understand about the “delicate: environment in which we live is to share the information that we know.

Today, we are going to create a children’s book about what we have discussed about coral reefs and the threats to their survival. Each of you will be responsible for writing or illustrating one page of the book. As you create the book, remember, you are making this book for children. Write in a way that you think will entertain but also inform an elementary age student about the threats to the coral reef environment. When you have completed your parts, we will put them together and donate them to one of our elementary schools. You may even wish to take a copy of the book home and share it with that “younger” person in your own family.

#### Closure/Conclusion

*Ask:* What can you do to help stop the destruction of the coral reef? What can our society do? Is there any way to correct the problems that have already occurred? Write the students’ answers on chart paper.

#### Follow-Up Lessons/Activities

Using a world atlas, locate a map of the major coral reefs. On the world map handout, mark where the major coral reefs are located. Have the students locate which one(s) are the closest to where they live? Talk about whether or not they have ever visited a coral reef. Have the students describe what they saw.