

## **Preface - Ocean Literacy Debate**

### **Summary:**

In two teams, your class will be participating in an informal debate on the topic of “Actions protecting the environment can end up hurting those who rely on industry to survive”. Each team will be on opposing sides - one debating for environmental protection above all, and the other debating for the people supported by industry.

### **Ocean Literacy Principles:**

The Ocean Literacy Principle this debate will focus on is number 6: The ocean and humans are inextricably connected.

### **Topic:**

The topics of this debate are the positives and negatives that come from extreme measures to protect the ocean. More specifically the Fishing Moratorium the Canadian Government put on Newfoundland in the 1990's.

### **Grade Level/Age:**

This debate is appropriate for all High School students. However, it may be more beneficial to grade 11 and 12 students as they tend to be informed on issues beyond just what they hear at school or at home

### **Activity:**

- *Description:* An informal debate and discussion surrounding the conflicting ideas and values of environmentalists and those people relying on industry
- *Materials:* Phones/Laptop/Computer (research and communication with team)
- *Time Required:* Two 80-minute periods
- *Learning Objectives:* Strengthen students understanding of *both* sides of environmental debates, Break down the ‘Us vs Them’ mentality, Improve communication and public speaking techniques, Teach students about Ocean Literacy Principles
- *Overall Message:* Communication between conflicting groups is necessary for sustainable change, because we all have an effect on the ocean and the ocean has an effect on us all.

## **DAY 1**

### **1. Introduce general topic**

#### a. In Circle:

- i. “What are some examples of environmentally harmful industries or products?” (get ~3-5 responses)
- ii. “How would completely getting rid of these industries/products affect us?” (get ~3-5 responses)

### **2. Introduce activity**

- a. “We are going to be debating on the topic of actions supporting the environment hurting those who rely on environmentally damaging industries.” (e.g. overfishing)

### **3. Split class into a few smaller groups to discuss the topic**

- a. Give ~5 minutes for groups to come up with 2 arguments - one supporting each side of the topic (one supporting those who rely on industry and one supporting environmental protection)
- b. Have groups share arguments with the class

### **4. Introduce debate topic: The Cod Moratorium**

Provide students with resource links to learn about the subject

- a. <https://thefogbank.weebly.com/channel/fishing-for-success>
- b. <https://www.heritage.nf.ca/articles/economy/moratorium.php>
- c. <https://www.heritage.nf.ca/articles/economy/moratorium-impacts.php>
- d. <https://www.greenpeace.org/archive-international/en/campaigns/oceans/seafood/understanding-the-problem/overfishing-history/cod-fishery-canadian/>

### **5. Split class in half, each half debating for one side of the topic**

- a. Give ~15 minutes at the end of class for the groups to discuss, plan, or do extra research for their debate
- b. Check in with groups, help develop ideas or work through idea blocks

## **DAY 2**

- 1. At the beginning of class, give groups ~10 minutes if needed to further discuss final details of the debate**
  - a. Emphasize participation
  - b. Check in with groups to help them finalize their points
  
- 2. Informal debate**
  - a. Format: Group 1 opens with a point, Group 2 rebuts and presents a new point; Group 1 rebuts and presents a new point (~2 minutes each for points and rebuttals)
  - b. To present an argument, students may raise their hand to speak - emphasize participation of as many people as possible
  - c. Debate ends when each group no longer has any new points or rebuttals to make, or when there are only ~20 minutes left in class
  
- 3. Wrap-up discussion**
  - a. Specific wrap-up: Was anyone convinced by the debate to switch their personal view on the Cod Moratorium? What does the class think of applying similar regulations to other sea life which are currently being overfished in Newfoundland?
  - b. General wrap-up: Do you think reaching an understanding between environmentalists and people who rely on industry is necessary for change or sustainability? What different perspectives are there to consider when attempting to make changes that benefit the environment?

