

CONSERVATION CHOICES

This workshop initially looks at the need for conservation and research work and how the two link together.

Students are then asked to discuss six different conservation projects, all of which took place at the Deep.

They make decisions on which is the most important, which should be funded and so on.



KS4+



Science &
Citizenship



40 Minutes

INTRODUCTION

Marine conservation and research is important to us because the oceans cover $\frac{3}{4}$ of the globe, they are full of life and they affect the weather. We are affecting the oceans in various ways: global warming, ocean acidification, overfishing, destroying habitat through trawling and so on. All of this has an impact on the life in the oceans. To gain a good understanding of what is happening to various species we need to do research. Conservation work looking at endangered species and habitats often gives rise to specific research topics.

Research work can be global or local, real examples are given, but research work always generates data. This data can be general and wide ranging, e.g. exactly how the temperature of the globe is altering, or specific, e.g. data on how stressed a certain species of crabs become through being used in touch tanks. How important the research is can be very difficult to work out, sometimes really important unexpected discoveries come from it. But all research adds to our overall knowledge of the world.

LEARNING SESSION CONTENT

The students look at six different conservation projects, each with a different reason behind the project. These are all real life projects that the Deep is directly involved in.

The six projects are:

- breeding (blue spotted rays)
- reintroducing into the wild (fen raft spiders)
- education about threats (penguins)
- living conditions (nitrates in water)
- behaviour (mudskippers)
- distribution (manta rays).

The students make notes for themselves about each project, moving around the tables.

The students then arrange the projects in order of importance and their ideas are discussed.

The six projects vary considerably in scope and attractiveness, this variation in projects is often not comprehended by students and the opportunity to rate real projects for importance leads to useful understanding.

The costs for each project for one year are given, together with a budget that can be spent. This is £44,000.

They then decide which projects to fund, as the budget will not cover all of them. Once again their ideas are discussed.