

## Save the Baltic Sea

**WebQuest Description:** The Baltic Sea is in danger! The students in 6C have got a very important mission from the Channel C news. The students need to spread the information about the situation in the Baltic Sea. The students need to search for the facts that is causing the damaging of the Baltic Sea. To spread the information further, they need to record a news report and also create a flyer to spread all over the neighborhood.

**Grade Level:** 6-8

**Curriculum:** English / Language Arts

**Keywords:** Baltic Sea, Marine litter, Mission, Over fertilization, Overfishing, Pollution, Shipping pollution, Solution, Toxins

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### Introduction

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### Tasks

Task 1 Dear 6C! I have received a letter from the News Station Channel C. You can find all the information about what you are going to do in the letter. Please read it carefully! Dear students! As you probably have seen, my reporters could not inform our viewers about the situation in the Baltic Sea. Now we need your help to complete the mission! The Baltic Sea is in danger. It is damaged by the pollution. My channel must inform the humanity about the situation to have an opportunity to make a change for the Baltic Sea. I want you to search for facts about the Baltic Sea, how it is damaged and how it affects both sea life and humans. When you got the knowledge about the Baltic Sea-situation, I want you to inspire others to make a change. In order to help the Channel C, I need your help to make a movie. It shall be a news reports with information about the Baltic Sea-situation. I also want you to make a newspaper where you present solutions and own ideas of how people can make a change. Best regard, Miss Jonson

Task 2 In this task you are going to work in pairs and write a flyer with information about the situation in the Baltic Sea and give suggestions of solutions of what we can do to help the Baltic Sea.

### Process

Task 1 In this project you are going to work in groups. Use the English language as much as you can when you are speaking and writing! During this project, you will search and value different sources and become experts of the Baltic Sea situation. You will have different roles for task 1: Secretary (the one who is writing), President (the one who makes sure that everyone in the group will have the opportunity to share their thoughts and contribute). The roles will be shifting from section to section. First of all, you are going to read a short text about the Baltic Sea: [http://wwf.panda.org/what\\_we\\_do/where\\_we\\_work/baltic/](http://wwf.panda.org/what_we_do/where_we_work/baltic/) . In pairs, you will discuss the text and write down three things that you find important or interesting. You will use it to discuss it further in your group. As far as possible, you are going to write and speak in English. Second-pollution and over fertilization. You are going to be divided into four groups. Then you will watch these two videos: <https://vimeo.com/23688155/> and <https://vimeo.com/23688236/> . Then you are going to read about how the pollution started and the role of over fertilization. You will find the texts here: <https://www.havochvatten.se/hav/fiske--fritid/miljohot/overgodning.html> and [http://wwf.panda.org/what\\_we\\_do/where\\_we\\_work/baltic/threats/](http://wwf.panda.org/what_we_do/where_we_work/baltic/threats/) . Discuss with your group: 1. What is over fertilization? 2. What damages are caused of over fertilization? 3. Where does the fertilization come from? Discuss the video and texts and create a mindmap of the information that you find important. Third-toxins. You are going to read about different toxins that are one of several reasons of the pollution of the Baltic Sea. You find the texts here: <http://www.havet.nu/?d=32> and <http://miljoforskning.formas.se/sv/Nummer/December-2003/Innehall/Tema/Overgodning-fiske-och-gifter-hotar-Ostersjon/> and <http://www.naturvardsverket.se/Sa-mar-miljon/Vatten/Miljofarliga-amnen-i-havet/> and <http://www.vattenmyndigheterna.se/Sv/bottenviken/beslut-fp/miljoproblem/Pages/miljogifter.aspx> . Create a mindmap with your group and collect what you find important to know about the subject. Fourth-marine litter. You are going to watch a clip with your group about how people used to throw their litter in the Baltic Sea for many years ago: <https://www.youtube.com/watch?v=t03saJvFkV4> . After you've seen the clip, discuss with your group: 1. How would you react if you saw people behave like this? 2. Do you think it is allowed to throw your trash in the Sea? 3. What do you think is the danger with throwing trash in the Sea? After you've watched the clip, you are going to read a text about littering in the Baltic Sea. Read the text in the upper green box, you find the text here: [http://www.helsinki.fi/henvi/societalinteraction/Pdf/HENV1%20policy%20brief%20\\_final.pdf](http://www.helsinki.fi/henvi/societalinteraction/Pdf/HENV1%20policy%20brief%20_final.pdf) Discuss with your group: 1. What is microplastics? 2. What is the danger with microplastics? 3. Where does the microplastics come from? After you've discussed the text you shall watch with this clip: [https://www.youtube.com/watch?v=WvbOCQWVW\\_E&feature=youtu.be](https://www.youtube.com/watch?v=WvbOCQWVW_E&feature=youtu.be) . If you want to see more clips, please scroll down to the three YouTube clips below. Discuss with your group: 1. What type of litter is most common in the Sea? 2. How does the litter travels from land to water? 3. How can humans be responsible for littering in the Baltic Sea without

throwing trash in the water? Create a mindmap with your group and collect what you find important to know about the subject. Fifth-overfishing. You are going to read three texts and watch a clip about overfishing. You find the texts here: [http://www.panda.org/what\\_we\\_do/where\\_we\\_work/baltic/threats/fishing/](http://www.panda.org/what_we_do/where_we_work/baltic/threats/fishing/) ; ,&nbsp; ; <http://www.wwf.se/1133386-fiske> and <http://www.havet.nu/?d=33> . You find the clip here: <http://www.fiskejournalen.se/bra-film-om-overfiske-2/> . Discuss with your group: 1. Why should humans not overfish? 2. How can we be a part of saving the fish? 3. What species are most endangered? 4. What will happen in the future if humans continue to overfish? 5. How can you know if it okey to buy a fish in the store? Create a mindmap with your group and collect what you find important to know about the subject. Sixth-shipping pollution. you are now going to read the last part of task 1. You will soon have enough knowledge to create your news report. You are going to watch a clip with your group about shipping pollution. You find the clip here: <http://www.saveourbalticsea.com/index.php/tv-a-film/shipping-pollution> . After you've watched the clip, you are going to read a text about shipping pollution. You find the text here: <http://www.wwf.se/vrt-arbete/hav-och-fiske/rdda-stersjn/sjart/1133433-sjart> Discuss with your group: 1. How does the ships affect the Baltic Sea? 2. How does the ships affect humans and sealife? 3. Where is it allowed to dump the waste? Create a mindmap with your group and collect what you find important to know about the subject. Create a news report (movie)! Now you have enough knowledge to complete task 1. Your mission is to create a movie which shall be a news report. The movie is going to be about the situation in the Baltic Sea. The purpose is to inform others of what is happening in the Baltic Sea and how it affects humanity and sealife. Remember, your movie can inspire others to make a change for the Baltic Sea. Search for 'news report' on youtube.com as an inspiration of how a news report can look like. Select three categories (pollution, toxins, marine litter, overfishing or shipping pollution) that you want to present in your news report. Then you will write a manuscript for your news report. When writing your manuscript, your mindmaps will be useful as a reminder of what you've been learning. When you are done with your manuscripts, handle it in for feedback. Now it's time to shoot! Use your imagination and creativity to inform and inspire other people to make a change for the Baltic Sea. Task 2. Flyer You are going to create a flyer. The purpose of the flyer is to spread the information about what people can do to save the Baltice Sea and make a change. In the flyer, you are going to write a short text where you summarize what is happening with the Baltic Sea and what it is that causes the damage. Then you will search for solutions of what we can do to help the Baltic Sea. The flyer shall include at least five solutions. When you are done, please handle it in to me for feedback! Please deliver your flyers to mailboxes in our neighborhood. The summer is coming, and the beaches will be crowded. It is a perfect opportunity to spread information about what all people can do to make a change. The size of the flyer shall be the size of an A4 paper. Use your creativity to make your flyer as inviting and understandable as possible. You find different solutions in these texts: [http://www.helsinki.fi/henvi/societalinteraction/Pdf/HENV1%20policy%20brief%20\\_final.pdf](http://www.helsinki.fi/henvi/societalinteraction/Pdf/HENV1%20policy%20brief%20_final.pdf) <http://www.naturskyddsforeningen.se/nyheter/sa-har-vill-vi-radda-ostersjon> [http://www.wwf.se/insamlingsportal/fadder/stersjafadder/1465101-stersj-start-b?utm&nbsp; ; -"mer för Östersjön](http://www.wwf.se/insamlingsportal/fadder/stersjafadder/1465101-stersj-start-b?utm&nbsp; ; -) [http://www.wwf.se/source.php/1608225/50\\_SAR\\_%D6stersj%F6n\\_.pdf](http://www.wwf.se/source.php/1608225/50_SAR_%D6stersj%F6n_.pdf)

## Evaluation

Movie 1 2 3 Communication through spoken and written language &nbsp; &nbsp; The pupil use simple spoken and written English to make herself understood with simple sentences and phrases. The pupil use relatively clearly spoken and written English with some developed language to make herself understood with simple and relatively clearly sentences and phrases. The pupil use clearly and relatively coherently spoken and&nbsp; ; written English to make herself understood with simple and clear sentences and phrases. The pupil can in some way adapt the language to a recipient. Listen and Reading through different types of text, eg. Multimodal texts The pupil can understand the most essential content in different types of texts. The pupil can&nbsp; ; understand the main content and clear details in different types of texts. The pupil can understand the whole in different types of text and the important details of it. Language strategies for spoken and written language The pupil use one strategy and hardly knows how to use it. The pupil makes herself understood and understands spoken and written language in a simple way. &nbsp; ; &nbsp; ; The pupil use some strategies with the knowledge of how to use them. The pupil makes herself understood and understands spoken and written language in an understandable way. The pupil use language strategies with the knowledge of how and when to use them. The pupil makes herself understood and understands spoken and written language in an excellent and understandable way. Reason about the situation of the Baltic Sea issue The pupil show some awareness about the situation of the Baltic Sea issue in a simple way. The pupil knows about one issue that causes the situation in the Baltic Sea and knows about one&nbsp; ; consequence that affects the life of the sea. &nbsp; ; The pupil can reason about the situation of the Baltic Sea issue in a simple and relatively coherent way. The pupil knows about some different issues that causes the situation in the Baltic Sea and knows about some consequences that affect the life of the sea.&nbsp; ;&nbsp; ;&nbsp; ;&nbsp; ; The pupil can reason about the situation of the Baltic Sea issue in a developed and coherent way. The pupil knows about the different issues that causes the situation in the Baltic Sea and knows about the consequences that affect both people and sea creatres. Flyer 1 2 3 Communication and writing The pupil use simple spoken and written English to make herself understood with simple sentences and phrases. The pupil use relatively clearly spoken and written English with some developed language to make herself understood with simple and relatively clearly sentences and phrases. The pupil use clearly and relatively coherently spoken and&nbsp; ; written English to make herself understood with simple and clear sentences and phrases. The pupil can in some way adapt the language to a recipient. Listen and Reading through texts and spoken language in different forms The pupil can understand the most essential content in different types of texts.

Category and Score	A		C	E	Score
				Total Score	

## Conclusion

Dear 6C!&nbsp;&nbsp; You all have done a really good job! You searched for the causes that is damaging the Baltic Sea and you gave a lots of good suggestions of what people can do to make a change for our dear Baltic Sea.&nbsp;&nbsp;&nbsp;I have recieved many e-mails from people in our neighbourhood and they all wants to say how greatful they are of your work and engagement.&nbsp;&nbsp;&nbsp;I have also recieved an e-mail from miss Jonson. She wrote that she had seen all of your news reports and is very pleased with your job! She have uploaded all of your movies at the Channel C news website.&nbsp;&nbsp;&nbsp;Thanks to you, a lots of people have got the information about the Baltic Sea situation and have now got plenty of sugestions of how they can make a change to save the Baltic Sea.&nbsp;&nbsp;&nbsp;As your last mission, evaluate the project in you group and individual. Please handle it in to me when you are done. Discuss and write down your answers of the following questions with your group: \* How did we work together?\* What was the strength with your group?\*What do you think about the websites and youtube-clips? What did you like/dislike?\*Is there anything you could have done in a different way?Self-assessment\*What do you know now that you did not know before? Write down at least three things.\*Which of the tasks did you enjoyed the most?\*What did you like and did not like with project based learning?\*How did you work with your group and with your partner?\*What did you like the most with this project?\*Is there anything you can do better for next group/pair-task?

## Teacher Page

Good to know!Depending on the students pre-knowledge about filming and editing a movie, the students might need support from an expert.Dependng on the students pre-knowledge about how to create a flyer and how a flyers can look like, the students might need support and have an open discussion about it.Dependng on the students pre-knowledge about how to create a mindmap, the students might need support in how to think and what to look for.A further way of getting the students engaged about the subject is to invite a scientist who can talk about the subject and answering questions from the students. This WebQuest is connected to English, Geography and Biology.The teachers role is to support and guide the students through the project.Regular feedback should be given in a formative way.Videos to discuss (for e.g. as an introduction)<http://www.pandaplanet.se/tema/ostersjon>

### Standards

#### Aim

Through teaching, pupils should be given the opportunity to develop all-round communicative skills. These skills involve understanding spoken and written English, being able to formulate one's thinking and interact with others in the spoken and written language, and the ability to adapt use of language to different situations, purposes and recipients Communication skills also cover confidence in using the language and the ability to use different strategies to support communication and solve problems when language skills by themselves are not sufficient.

In order to deal with spoken language and texts, pupils should be given the opportunity to develop their skills in relating content to their own experiences, living conditions and interests.

Teaching should help pupils to develop their skills in searching for, evaluating, choosing and assimilating the content of spoken language and texts from different sources. They should also be equipped to be able to use different tools for learning, understanding, being creative and communicating.

Through teaching, pupils should develop knowledge about how people, society and nature interact and the consequences of this on nature and people's living conditions.

#### Core content

##### Content of communication

- Subject areas that are familiar to the pupils.
- Daily situations, places
  - Views, feelings
- Daily life, ways of living and social relations in different contexts [...].

##### Listening and reading:

- Clearly spoken English and texts from various media.
- Oral and written instructions and descriptions.
- Film
- Strategies to understand key words and context in spoken language and texts, for example, by adapting listening and reading to the form and content of communications
- Different ways of searching for and choosing texts and spoken English from the Internet and other media.

##### Speaking, writing and discussing – production and interaction

- Presentations, instruction
- Language strategies to understand and make oneself understood when language skills are lacking, such as through reformulations.
- Language strategies to participate in and contribute to discussions, such as questions, and phrases and expressions to confirm understanding.

##### Geography

- The Earth's natural resources, such as water [...]. The importance of water [...]
- How choices and priorities in everyday life can impact the environment and contribute to sustainable development.

##### Biology

- People's dependence on and the impact on nature and what this means for sustainable development.

- Nature as a resource for recreation and experiences and what responsibilities we have when using it.

**Credits**

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**Other**

We recommend to let the students have a notebook that will work as a helpful tool to both students and teachers.

The students will use it as a reminder of their new knowledge and how the group is collaborating.

The teacher will use it as a tool to see how the groupmembers collaborate and if there is something he or she can support the group with.