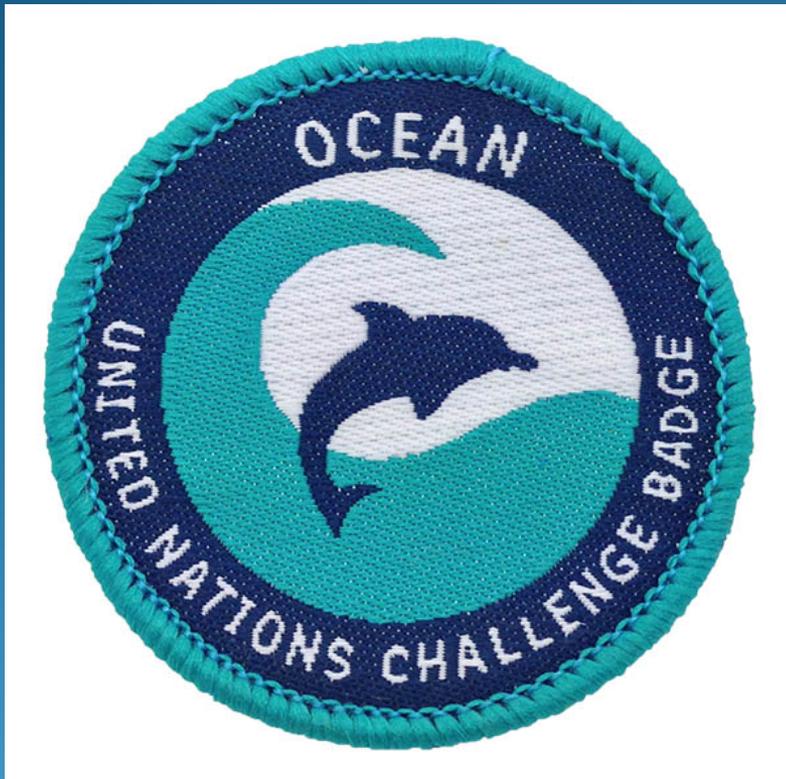




SCOUTS[®]
Creating a Better World

World Organization of the Scout Movement
Organisation Mondiale du Mouvement Scout
Всемирная Организация Скаутовского Движения
Organizaci3n Mundial del Movimiento Scout
المنظمة العالمية للمحركة السكوتية



**Boy Scouts of the Philippines
Manila Council
Brighton Venturers Outfit 1012**

A. Ocean in Motion

A.1: Our Ocean (p.97) Compulsory Activity

Learning Objectives: To appreciate the importance of the ocean.

Materials:

Internet access or access to reference books.

Activity/Guide Questions:

In pairs or on your own, find out some key facts about the ocean (or sea) closest to where you live. For example, how big and deep it is? What human activities go on there? In what other ways does this ocean or sea influence your lives?

Put together a quiz for the rest of your group and compare your findings by answering each other's questions.

A. Ocean in Motion

A.1: Our Ocean (p.97) Compulsory Activity

Philippine Sea



- It is a marginal sea east and northeast of the Philippines;
- occupying an estimated surface area of 2 million mi² (5 million km²) of the western part of the North Pacific Ocean.

A. Ocean in Motion

A.1: Our Ocean (p.97) Compulsory Activity

Seas of Philippines

Ocean:

- Pacific Ocean

Seas:

- Bohol Sea
- Camotes Sea
- Celebes Sea
- Philippine Sea
- Samar Sea
- Sibuyan Sea
- Sulu Sea
- Visayan Sea
- West Philippine Sea

Strait:

- Balabac Strait
- Basilan Strait
- Cebu Strait
- Guimaras Strait
- Iloilo Strait
- Luzon Strait
- Mindoro Strait
- San Bernardino Strait
- San Juanico Strait
- Surigao Strait
- Tablas Strait
- Tañon Strait

Gulf:

- Albay Gulf
- Davao Gulf
- Lagonoy Gulf
- Leyte Gulf
- Lingayen Gulf
- Moro Gulf
- Panay Gulf
- Ragay Gulf

A. Ocean in Motion

A.10: Ocean Location (p.103) Additional Activity

Learning Objectives: To identify the different types of ocean and seas.

Materials:

A map or globe of the Earth. Maps to label can be printed from:
www.enchantedlearning.com/language/english/lables/oceans.

Activity/Guide Questions:

Have a look at a map or globe of the Earth. What is the main color you see on it? Why? Can you name the five (5) main oceans? And how many names of different seas can you spot? Which is the closest sea to where you live and which is the closest ocean? If possible, go and visit them. What other features does your map or globe name in the ocean? Draw your own map of the world's ocean and label as many individual oceans and seas as you can.

A. Ocean in Motion

A.10: Ocean Location (p.103) Additional Activity



B. The Ocean is Life

B.2: Coast Visit (p.111) Compulsory Activity

Learning Objectives: To identify marine species found in coastal areas, beaches.

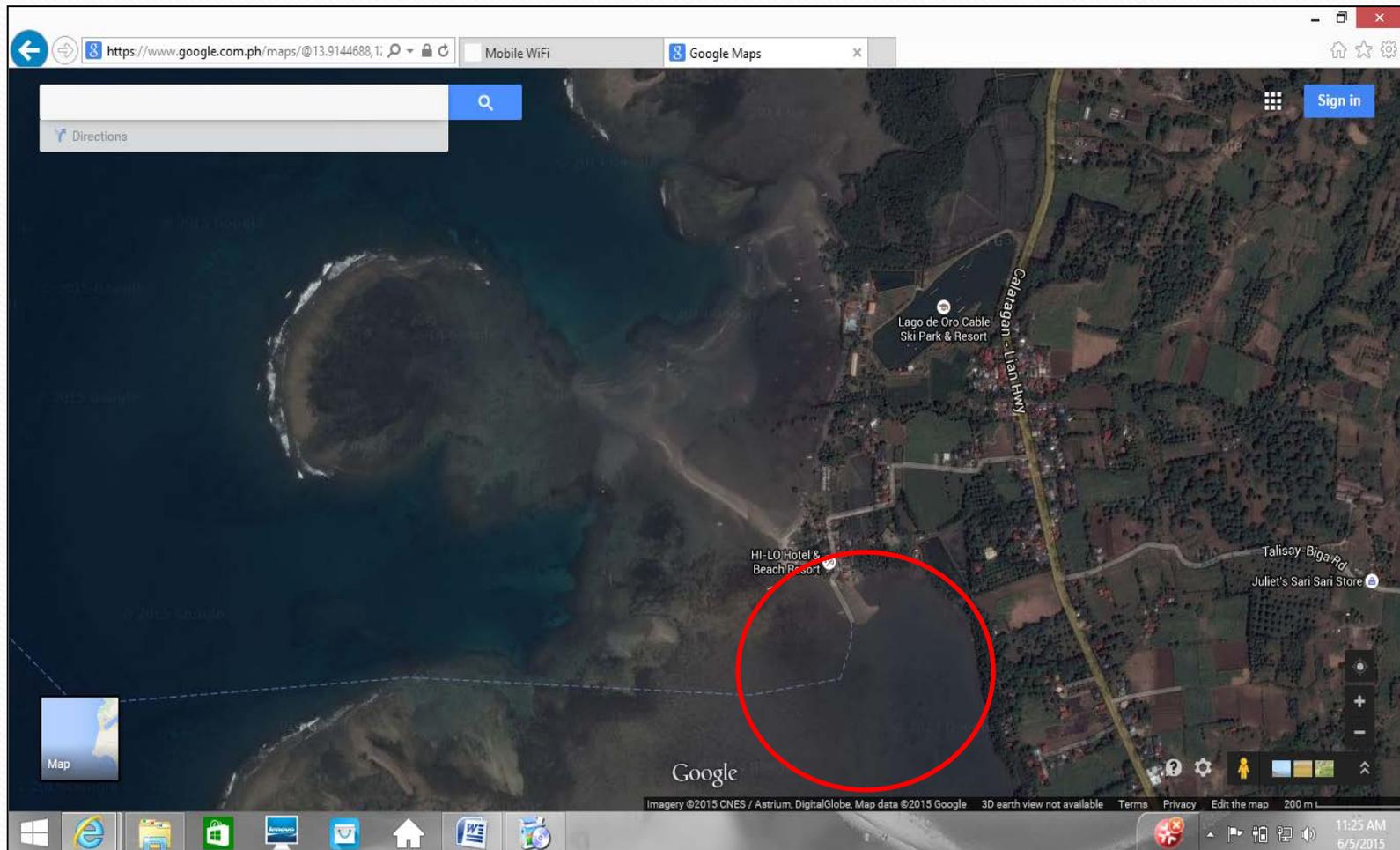
Materials: Suitable clothing and footwear for walking, paper and pens, clipboards, a copy of the seashore code, a seashore guidebook (if available), and a camera.

Activity/Guide Questions:

Look for animals and plants that live on the shore. Look by the water and higher up the beach; check underneath rocks, are there any rock pools. What can you see in them? Can you see any holes in the sand? What might be living in them? Draw pictures or take photographs of the animals and plants that you find and label them. Where did you find each animal? Why are found there and what special features do they have to be able to survive there? Draw the food web for these animals. Put together a display of some plants and animals you find at your local beach to help your friends and family identify them.

B. The Ocean is Life

B.2: Coast Visit (p.111) Compulsory Activity



Barangay Talisay, Calatagan, Batangas, Philippines

B. The Ocean is Life

B.2: Coast Visit (p.111) Compulsory Activity



Mangroves



Shore Crabs



Starfish

**Note:
Photos taken
during low tide.**



Sea Grass

B. The Ocean is Life

B.2: Coast Visit (p.111) Compulsory Activity



Jellyfish resting among sea grass



Sea urchin



Other species of shore crabs

**Note:
Photos taken
during low tide.**



Brittle Star-small

B. The Ocean is Life

B.10: Marine Habitats (p.119) Additional Activity

Learning Objectives: To identify marine habitat ecosystem.

Materials:

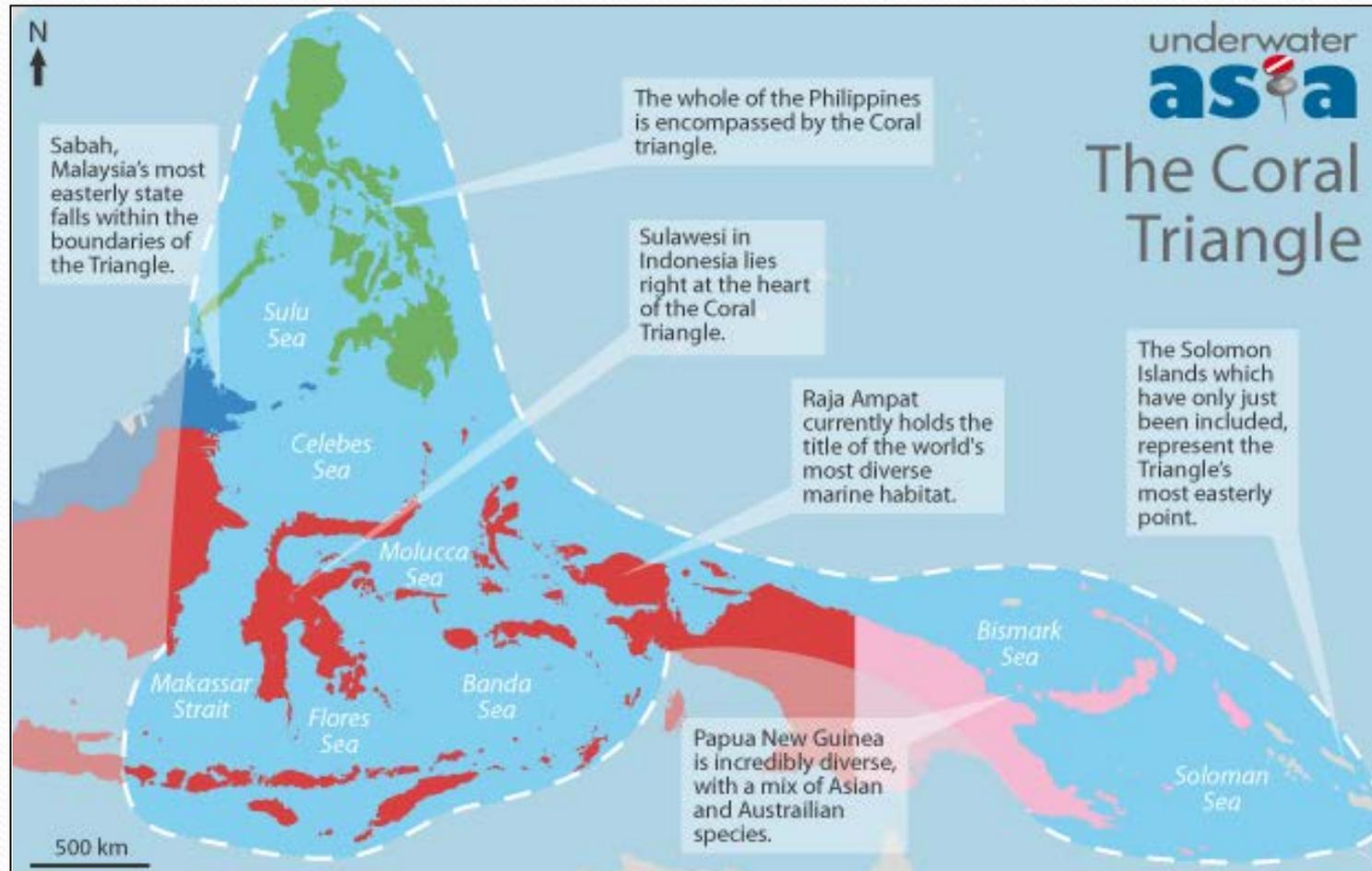
Access to the internet or reference books.

Activity/Guide Questions:

Split up into smaller groups and research a marine habitat other than your local beach. Find out where in the world your group's habitat is located, how marine life is adapted to living there and what human activities go on there. Find out if the habitat is endangered by environmental change or human activities. If so, what can be done to help? Take turns with the other groups to present what you have found. How are the habitats you have chosen similar and how are they different?

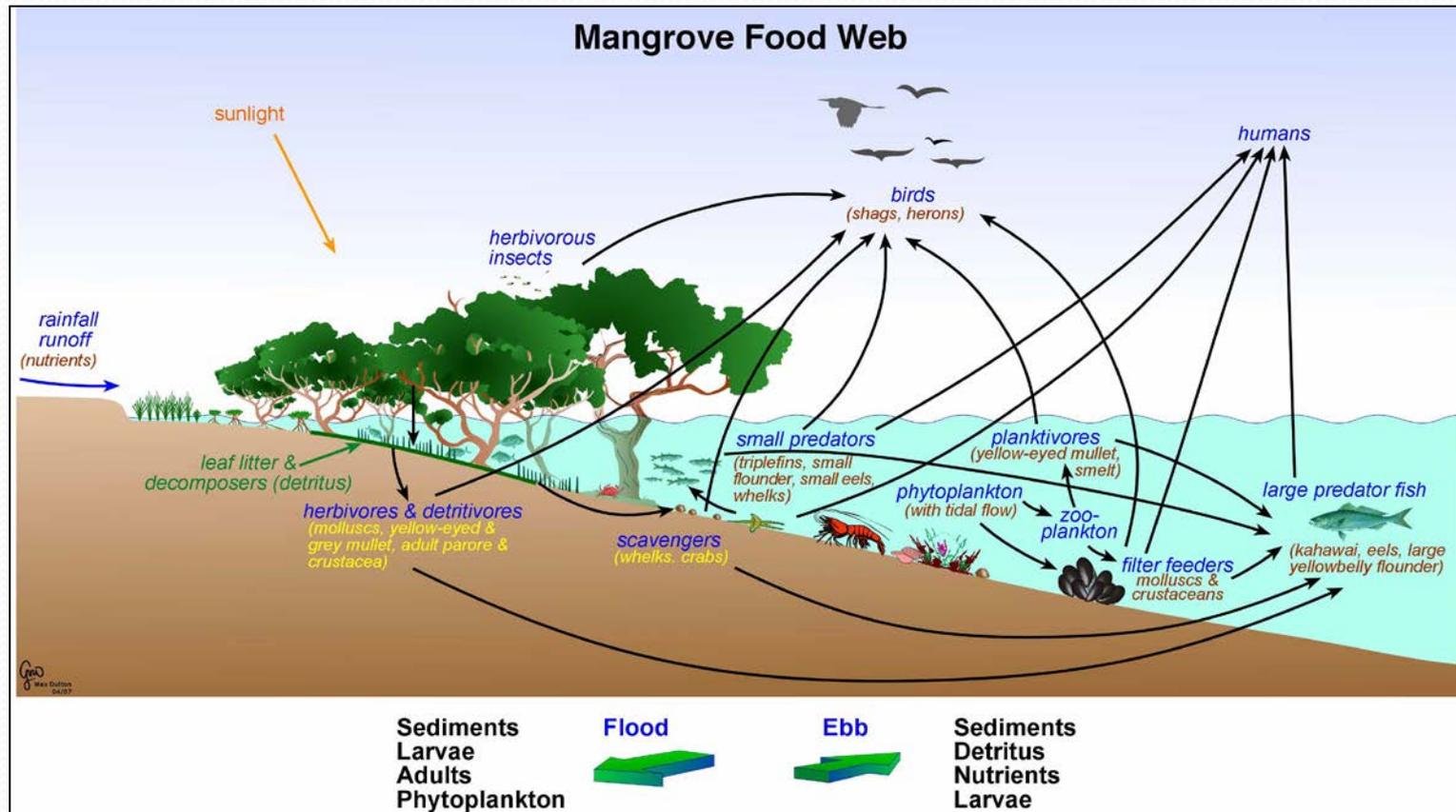
B. The Ocean is Life

B.10: Marine Habitats (p.119) Additional Activity



B. The Ocean is Life

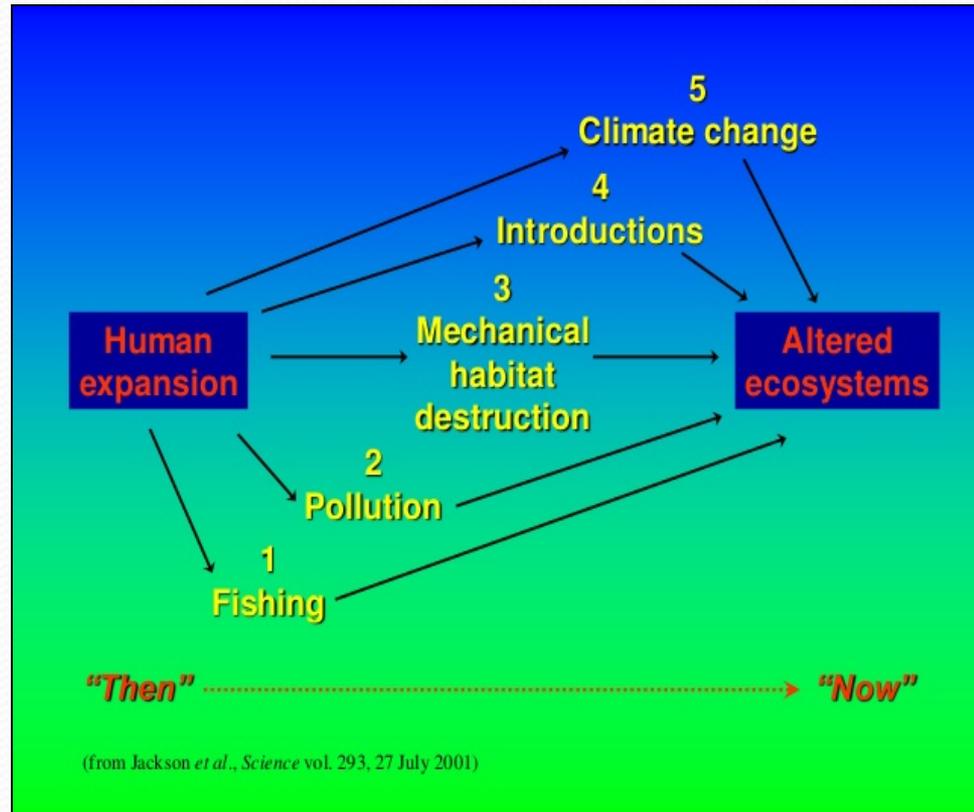
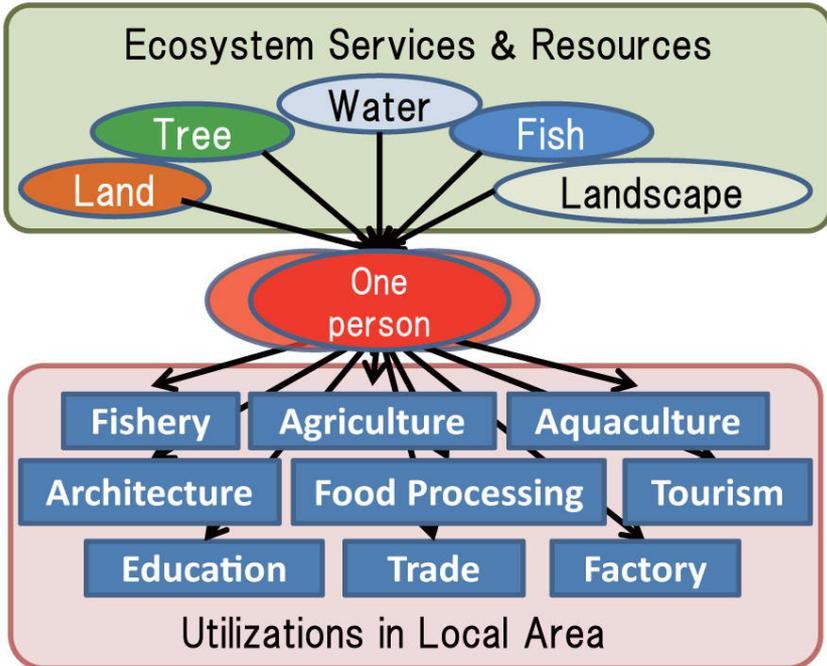
B.10: Marine Habitats (p.119) Additional Activity



B. The Ocean is Life

B.10: Marine Habitats (p.119) Additional Activity

Multi-Functions of Ecosystem services and Multi-Utilizations in coastal area



B. The Ocean is Life

B.10: Marine Habitats (p.119) Additional Activity

MARINE HABITAT	Philippine Marine Habitats	Endangered Habitats
Coral reefs	✓	✓
Sea grass bed	✓	✓
Mangrove forests	✓	✓
Deep Seas	✓	✓

B. The Ocean is Life

B.10: Marine Habitats (p.119) Additional Activity

MARINE HABITAT	Human Activities
Coral reefs	Mura-ami fishing, dynamite fishing
Sea grass bed	
Mangrove forests	Deforestation due to re-claimation activities
Deep Seas	Illegal marine trades

B. The Ocean is Life

B.10: Marine Habitats (p.119) Additional Activity

MARINE HABITAT	Activities to help preserve the marine habitats
Coral reefs	Reporting Mura-ami fishers and dynamite fishers
Sea grass bed	
Mangrove forests	Mangrove tree planting
Deep Seas	Reporting people involved in illegal marine trades

B. The Ocean is Life

B.10: Marine Habitats (p.119) Additional Activity

MARINE HABITAT	Similarities	Differences
Coral reefs	✓ Marine Shelter	✓ Structure
Sea grass bed		
Mangrove forests		
Deep Seas		

C. People and the Ocean

C.1: Fishy Business (p.121) Compulsory Activity

Learning Objectives: To identify marine species found in markets and/or groceries.

Materials:

Notebooks or paper and clipboards, pens or pencils, a camera.

Activity/Guide Questions:

Organize a visit to your local fish market (if there is no fish market close by, you could visit a fishmonger or fish counter at your local supermarket). How many different types of fish and shellfish can you see? Where they have come from? Are they deep sea fish or have they been caught near the coast. Who caught them? Were they local fishers or fishers from far away. How were they caught? Have any of the fish come from a fish farm? Draw pictures or take photos of the different seafood you see and make a big display. Add notes about the facts you discover to the images.

Extension:

What is the nutritional value of seafood? Compare different fish and shellfish species with each other and with other kinds of food.

C. People and the Ocean

C.1: Fishy Business (p.121) Compulsory Activity

The following seafoods came from Mondohan Blvd., Navotas Fish Port, Navotas, Philippines. These were fished using fishnets by local Navotas fishermen.



Milkfish (Bangus)



Skipjack Tuna (Tulingan)



Anchovy (Dilis)

C. People and the Ocean

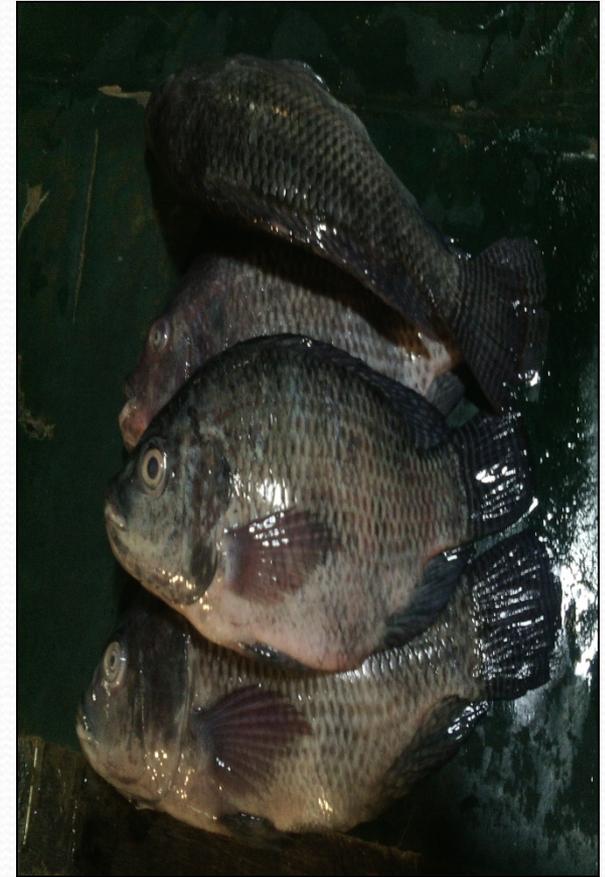
C.1: Fishy Business (p.121) Compulsory Activity



Silver fish (Dulong)



Blue Crabs (Alimasag)



**Freshwater cichlid fish
(Tilapia)**

C. People and the Ocean

C.1: Fishy Business (p.121) Compulsory Activity

Seafood		Nutrition Facts																		
		Calories	Calories from Fat	Total Fat		Saturated Fat		Cholesterol		Sodium		Potassium		Total Carbohydrate	Protein	Vitamin A	Vitamin C	Calcium	Iron	
Serving Size (84 g/3 oz)			g	%DV	g	%DV	mg	%DV	mg	%DV	mg	%DV	g	%DV	g	%DV	%DV	%DV	%DV	%DV
Blue Crab	100	10	1	2	0	0	95	32	330	14	300	9	0	0	20g	0%	4%	10%	4%	
Catfish	130	60	6	9	2	10	50	17	40	2	230	7	0	0	17g	0%	0%	0%	0%	
Clams, about 12 small	110	15	1.5	2	0	0	80	27	95	4	470	13	6	2	17g	10%	0%	8%	30%	
Cod	90	5	1	2	0	0	50	17	65	3	460	13	0	0	20g	0%	2%	2%	2%	
Flounder/Sole	100	15	1.5	2	0	0	55	18	100	4	390	11	0	0	19g	0%	0%	2%	0%	
Haddock	100	10	1	2	0	0	70	23	85	4	340	10	0	0	21g	2%	0%	2%	6%	
Halibut	120	15	2	3	0	0	40	13	60	3	500	14	0	0	23g	4%	0%	2%	6%	
Lobster	80	0	0.5	1	0	0	60	20	320	13	300	9	1	0	17g	2%	0%	6%	2%	
Ocean Perch	110	20	2	3	0.5	3	45	15	95	4	290	8	0	0	21g	0%	2%	10%	4%	
Orange Roughy	80	5	1	2	0	0	20	7	70	3	340	10	0	0	16g	2%	0%	4%	2%	
Oysters, about 12 medium	100	35	4	6	1	5	80	27	300	13	220	6	6	2	10g	0%	6%	6%	45%	
Pollock	90	10	1	2	0	0	80	27	110	5	370	11	0	0	20g	2%	0%	0%	2%	
Rainbow Trout	140	50	6	9	2	10	55	18	35	1	370	11	0	0	20g	4%	4%	8%	2%	
Rockfish	110	15	2	3	0	0	40	13	70	3	440	13	0	0	21g	4%	0%	2%	2%	
Salmon, Atlantic/Coho/Sockeye/Chinook	200	90	10	15	2	10	70	23	55	2	430	12	0	0	24g	4%	4%	2%	2%	
Salmon, Chum/Pink	130	40	4	6	1	5	70	23	65	3	420	12	0	0	22g	2%	0%	2%	4%	
Scallops, about 6 large or 14 small	140	10	1	2	0	0	65	22	310	13	430	12	5	2	27g	2%	0%	4%	14%	
Shrimp	100	10	1.5	2	0	0	170	57	240	10	220	6	0	0	21g	4%	4%	6%	10%	
Swordfish	120	50	6	9	1.5	8	40	13	100	4	310	9	0	0	16g	2%	2%	0%	6%	
Tilapia	110	20	2.5	4	1	5	75	25	30	1	360	10	0	0	22g	0%	2%	0%	2%	
Tuna	130	15	1.5	2	0	0	50	17	40	2	480	14	0	0	26g	2%	2%	2%	4%	

Seafood provides negligible amounts of trans fat, dietary fiber, and sugars.

U.S. Food and Drug Administration
(January 1, 2008)

C. People and the Ocean

C.06: Boats and Seafarers (p.125) Additional Activity

Learning Objectives: To construct a small boat using indigenous materials.

Materials:

Craft materials (e.g. bottles, pipes, yoghurt pots, plastic sheeting, small pieces of wood, aluminum foil, paper, card, string, glue, sticky tape)-anything you think you might need.

Activity/Guide Questions:

The challenge is to build a small boat that floats and doesn't tip over (capsize). The boat that carries the greatest pretend cargo wins. What do you think will help keep your boat upright and balanced. Draw a design for your boat before you start.

Extension:

Many of the early seafarers and explorers made long sea voyages in an open sailing boat. Write a short story or poem imagining what that would have been like.

C. People and the Ocean

C.06: Boats and Seafarers (p.125) Additional Activity

Balangay

(Courtesy of the National Museum-Philippines)

The term, Balangay, was known by archaeologists from Antonio Pigafetta's accounts in the early 16th century where he mentions the Italian spelling, "Balanghai".

The Spanish colonial regime employed the Filipino boat makers to build caracoa fleets that battled the Moros and mercantile galleons which by fact crossed the Pacific.

The craftsmanship of the Filipinos are evidently transparent that there was an abundance of naval-related terms in the 17th century Spanish dictionaries of Philippine languages.

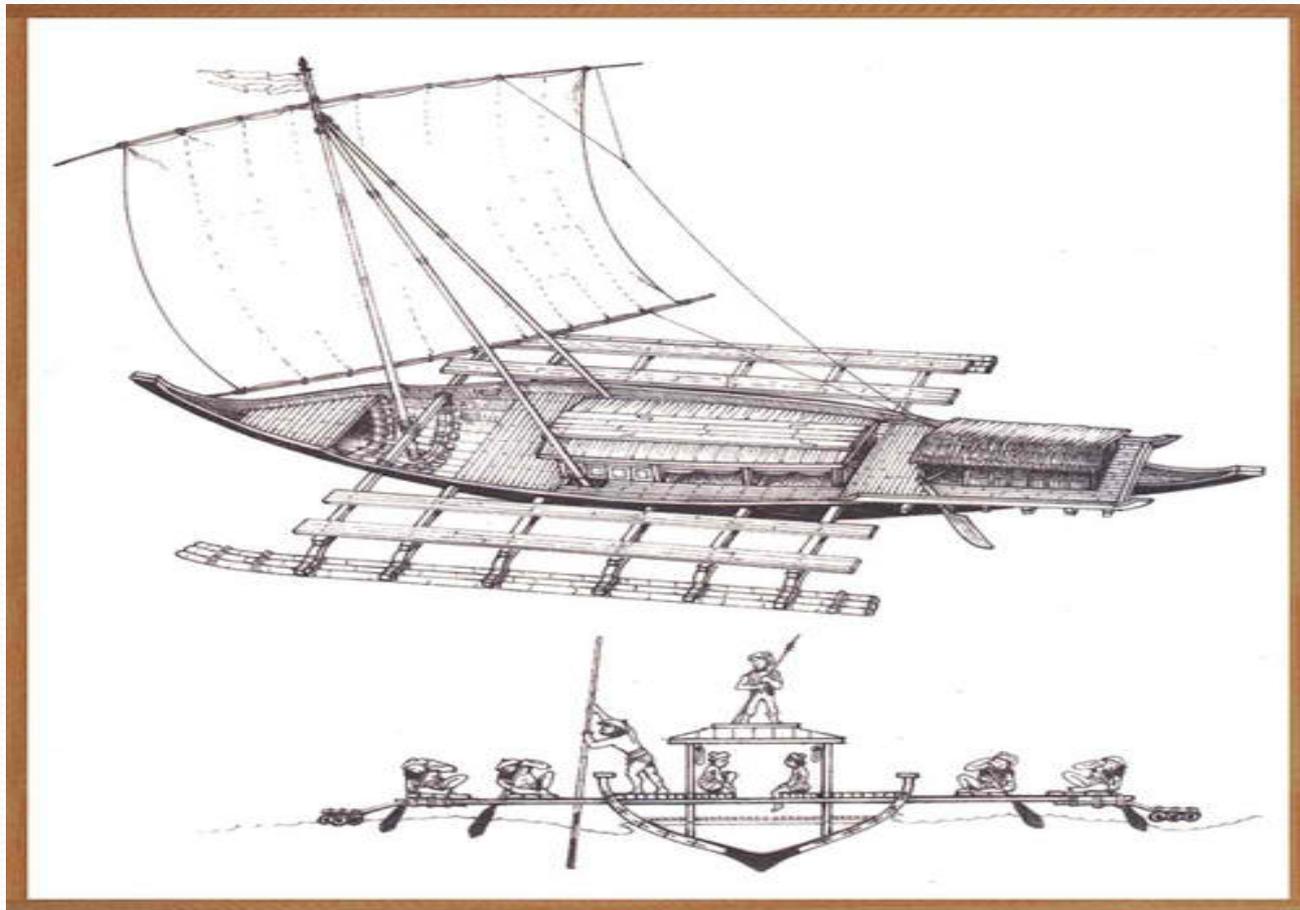
More than a boat, the balangay served as vessel of social unit. The balangay term was also used by the Spaniards in Luzon in referring to small political units with a 30 to 100 household population. Today, these small political units are called barangays.

C. People and the Ocean

C.06: Boats and Seafarers (p.125) Additional Activity

Balangay

(Courtesy of the National Museum-Philippines)



D. The Ocean at Risk

D.1: Smaller Footprints (p.131) Compulsory Activity

Learning Objectives: To discover the impact of greenhouse gas emissions and climate change to our oceans.

Materials: Internet or reference book access to information about the ocean and climate change.

Activity/Guide Questions:

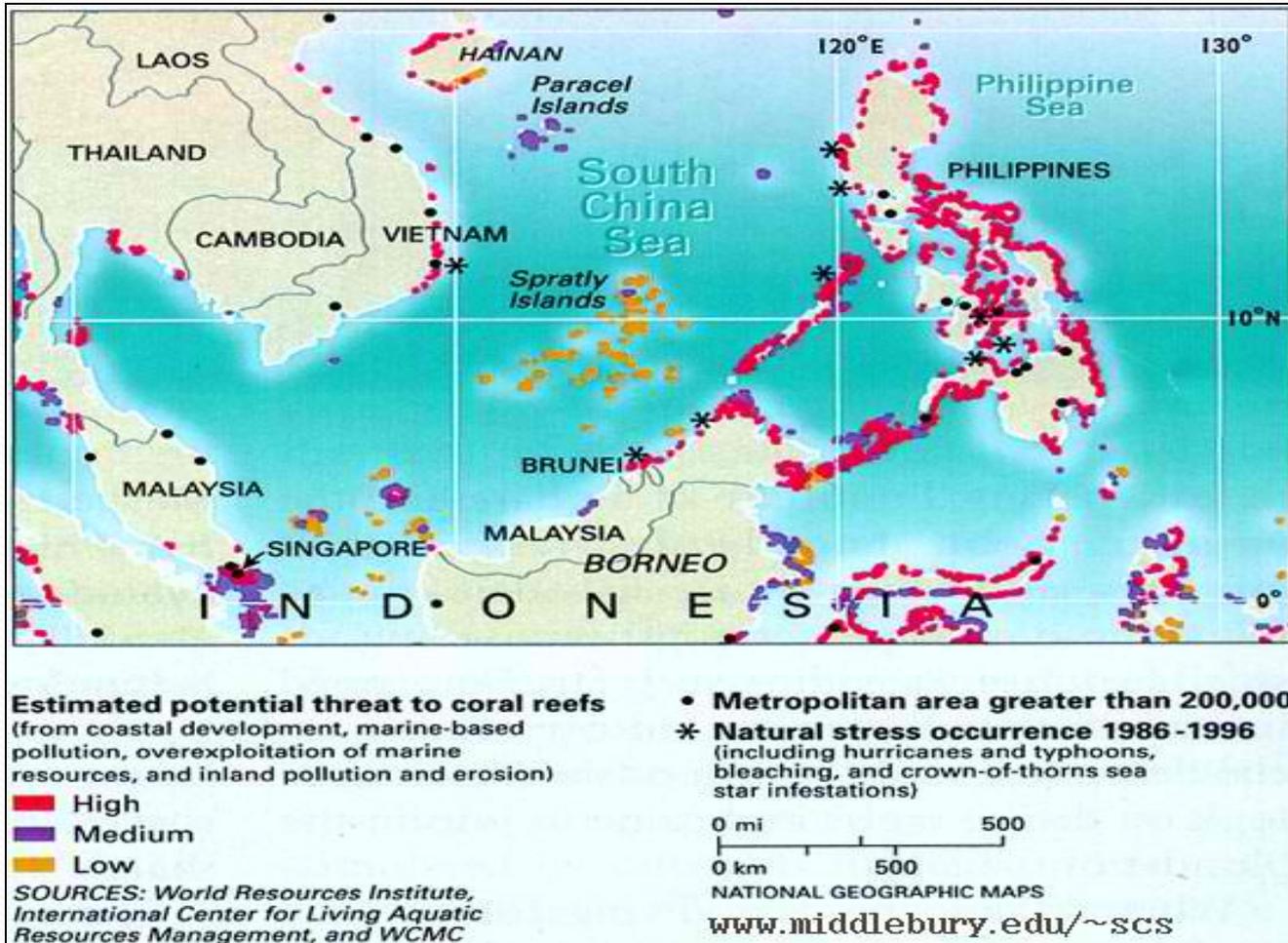
Discuss the impacts of climate change on the ocean and how these might affect people. Make a list of all the ways that human activities impact on climate change and therefore ocean life.

What can be done to reduce these impacts? How can you, your family, friends and community support this? Create a list of everyday activities that you can easily change to help reduce your greenhouse gas emissions. Choose three (3) ways to reduce your greenhouse gas emissions and commit to making these changes. Get ideas from:

(www.epa.gov/climatestudents/solutions/actions/index.html)

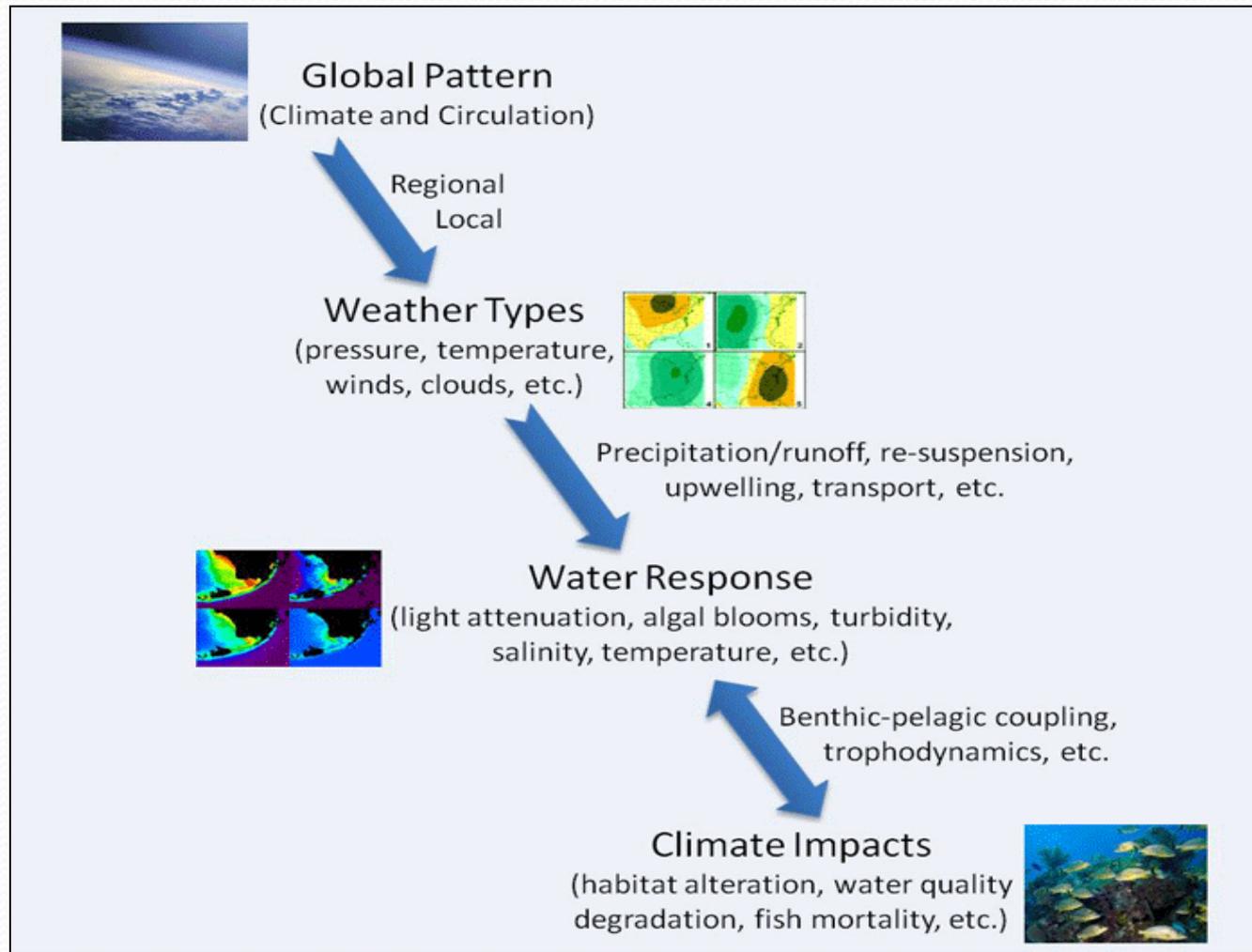
D. The Ocean at Risk

D.1: Smaller Footprints (p.131) Compulsory Activity



D. The Ocean at Risk

D.1: Smaller Footprints (p.131) Compulsory Activity



D. The Ocean at Risk

D.1: Smaller Footprints (p.131) Compulsory Activity

Global Climate Change-Be Part of the Solution

1. Reduce waste

You can reduce greenhouse gas emissions if you:

Reduce. Reduce the amount of new stuff you buy. To reduce waste, buy things that have less packaging.

Reuse. Try to borrow or rent things you'll only need for a short amount of time, and reuse the things you already have. When you have things you no longer need, give them to others who can use them. Use reusable bags when you go shopping.

Recycle. Remember to recycle whatever materials you can, like bottles, cans, and paper, so they can be collected and remade into new products.

Buy recycled. Choose products made from recycled materials whenever you can.

Teach your school the three R's. Schools can save energy, preserve natural resources, and prevent greenhouse gas emissions by reducing, reusing, and recycling.

D. The Ocean at Risk

D.1: Smaller Footprints (p.131) Compulsory Activity

Global Climate Change-Be Part of the Solution

2. Switch to Clean Energy

When we get electricity from renewable energy sources like wind and solar power, we avoid the carbon dioxide emissions that would have come from burning fossil fuels like coal, oil, or natural gas.

3. Plant a tree

Trees help to slow climate change because they absorb carbon dioxide during photosynthesis. Trees also provide shade, which helps keep streets and houses cooler in the summertime and reduces the need for air conditioning.

4. Consider buying locally grown food

The further your food travels, the more greenhouse gas emissions are produced in transporting the food from the farm to your plate. You can find locally grown food at a farmers market and even at some grocery stores.

D. The Ocean at Risk

D.08: Warmer Waters (p.136) Additional Activity

Learning Objectives: To construct and identify parts of a reef model.

Materials:

Materials to build a model reef (e.g. white and colored paper, cardboard tubes, colored plastics, pieces of wood etc.)

Activity/Guide Questions:

In small groups, using the materials you have collected, build a model of a coral reef. Mark part of it a healthy reef and the other part a bleached reef. Include labels to explain what has happened to the bleached reef.

Extension:

What do changing sea temperatures mean for other marine species and the food webs they support? Find out and make a presentation to the rest of your group.

D. The Ocean at Risk

D.08: Warmer Waters (p.136) Additional Activity

Diving to Rescue Coral Reefs by Ruth A. Musgrave

An Ancient Web of Life

Coral reefs are often called “the rainforests of the sea” because of their abundance of life forms. A great diversity of animals finds food and shelter in every crack and crevice. Some animals eat the coral itself. Others eat the animals that eat the coral. It's a complex food web made up of colourful fishes, eels, octopuses, sponges, shrimps, and crabs. Even sharks, sea turtles, and sea snakes come to the coral reef to find food.

Today's reefs are 5,000 to 10,000 years old. Found in sunny, shallow water in warm seas all over the world, reefs are made up of the hard shells, or exoskeletons, of millions of corals. As corals live and die, their exoskeletons create a giant, rocky honeycomb. Only a thin top layer is living coral.

It takes a long time to make a coral reef. A reef grows only about as fast as your fingernails—three-quarters of an inch a year. But coral reefs are huge, and in time a healthy reef can be thousands of miles long.

D. The Ocean at Risk

D.08: Warmer Waters (p.136) Additional Activity



Unhealthy coral reef (Bleached)

Healthy coral reef

D. The Ocean at Risk

D.08: Warmer Waters (p.136) Additional Activity



Coral reef models adopted from
www.icreativeideas.com

E. Take Action

E.1: Beach Clean (p.139) Compulsory Activity

Learning Objectives: To organize a beach clean and informational display about coastal and marine pollution.

Materials:

Buckets or bags for collecting rubbish, gloves, scales, pens and paper, glue, a camera.

Activity/Guide Questions:

Visit your local beach or coast and try to collect as much rubbish as you can find. Sort the rubbish into different types, label, count and weigh them.

Extension:

Find out how long different items of rubbish last in the marine environment. Also find about the dangers of this rubbish to marine life.

E. Take Action

E.1: Beach Clean (p.139) Compulsory Activity



Opening Ceremonies for the 29th International Coastal Clean-up (LPPCHEA, Manila Bay)

E. Take Action

E.1: Beach Clean (p.139) Compulsory Activity



**Before
Clean-up**



E. Take Action

E.1: Beach Clean (p.139) Compulsory Activity



**During
Clean-up**



E. Take Action

E.1: Beach Clean (p.139) Compulsory Activity



**After
Clean-up
(Still a lot
To be done).
Migratory Birds
seen during
Clean-up**



E. Take Action

E.05: World Oceans Day (p.142) Additional Activity

Learning Objectives: To encourage the observance World Oceans Day.

Materials:

Internet access: <http://worldoceansday.org>,
http://worldoceansday.org/?page_id=59.

Activity/Guide Questions:

Every 8th of June is World Oceans Day, a day dedicated to celebrating the beauty and importance of the ocean. Organize a day of celebration at your school or in your community. The website has a number of ideas of things that you can do: design a logo for a t-shirt, sand sculpture, or beach party.

Extension:

World Oceans day has been officially recognized by the UN since 2009. Why not organize your own UN Model?

E. Take Action

E.05: World Oceans Day (p.142) Additional Activity

The World Oceans Day theme for 2015 – 2016 is *Healthy oceans, healthy planet.*
(Mangrove area clean-up)



Scouts in Action

**YUNGA Ocean Challenge Badge Participants & other volunteers.
(In lieu of World Oceans Day-June 8 2015)**



On to the planting site



Seedlings planted a year ago



Planting time: 10 seedlings each



Group Photograph

Scouts in Action



Briefing/Discussion for the YUNGA Ocean Challenge Badge participants



Scouts in Action



Sir Bernz briefing the other volunteers

Another area being planted with mangrove seedlings by scouts of Brighton Venturers Oufit 1012



Scouts in Action



**Scouts & Staff of
Brighton Venturers
Outfit 1012**

Brighton Venturers Outfit 1012

Boy Scouts of the Philippines-Manila Council

420 Bulacan cor. Fidel St., Gagalangin, Tondo, Manila, Philippines

Adult leaders for YUNGA Ocean Challenge Badge:

Institutional Head:

Scouter: Bernardo G. De Leon LT

Youth Leaders:

Scouter: Dexter C. Villa WBH

Scouter: Joseph S. Pacao EMT

Scouter: Purita O. Malixi RN

Scouter: Violeta A. Aenlle

Scouter: John R. Aenlle

Scouter: John Kristoffer B. De Jesus

Brighton Venturers Outfit 1012

Boy Scouts of the Philippines-Manila Council

420 Bulacan cor. Fidel St., Gagalangin, Tondo, Manila, Philippines

Participants for the YUNGA Ocean Challenge Badge

Carl Jeff Andrew F. Angeles
Mary Stephanie A. Aenlle
Mary Clarisse A. Aenlle
Poulo Joaquin L. Tuan
John Charles V. Dela Cruz

Joyce Ann A. Aenlle
Allizandra Janina Z. Gulapa
Carl Jeremy G. Baniago
Alexander Dominic E. Tadeo
Rosegn Ixilam O. Malixi