



# MISTIC SEAS II

## MACARONESIA



GOBIERNO DE ESPAÑA

MINISTERIO PARA LA TRANSICIÓN ECOLÓGICA



20 AÑOS



# TEACHING UNIT

## SECONDARY

## **CREDITS**

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**ISBN:** 978-84-09-02514-5

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## Welcome



We bid you welcome on board the MISTIC SEAS 2 Project.

You have in your hands a proposal that has been prepared with loving care, with the intention of infecting you with our passion and encouraging you to put it into practice. Without teachers such as yourself, who are excited by our suggestions, the project would never have been born. The aim of the people who make up the MISTIC SEAS 2 team is to raise your awareness. Through teachers, we will get young people to become aware of the damage that the human being is causing to the seas so that they can be a driving force towards more sustainable practices.

These teaching materials form part of making the MISTIC SEAS 2 project more widely known, and the aim is to investigate the environmental state of the ocean in the Macaronesian region, with the aim of managing it and conserving the sea. The strategy aims to create a public awareness of the need to take steps to achieve or to maintain this satisfactory level, through actions with other social sectors such as fishermen, environmental agents, boys and girls, businesspeople or maritime professionals and the public in general.

The scope of action of the project is the area known as Macaronesia (the Azores, Madeira and the Canaries), one of the ecosystems which is richest in marine biodiversity in the world.

This material has been prepared by the Biodiversity Foundation of the Ministry of Agriculture and Fishing, Food and the Environment as part of the strategy of dissemination of the Mistic Seas 2 project.

Before you begin reading, we would like you to know that when we use the masculine gender we are referring to both sexes, although whenever we can we use words which include both of us.



# MISTIC SEAS II



## MACARONESIA

**“The application of a coherent and co-ordinated sub-regional approach of monitoring and evaluation of the marine bio-diversity in Macaronesia for the second cycle of the Marine Strategies Framework Directive (MSFD)”**

The MISTIC SEAS project worked on a methodology for monitoring marine biodiversity in Macaronesia, concentrating on the populations of three groups of species that inhabit all the archipelagos of this sub-region (the Azores, Madeira and the Canaries).

MISTIC SEAS 2 is the continuation of MISTIC SEAS and is within the framework of the second cycle of the Marine Strategies Framework Directive. It has as its objective the start up of joint programmes between Spain and Portugal for monitoring the condition of marine mammals, turtles and seabirds in the sub-region of Macaronesia.

The project, which has been under way from March 2017 to March 2019, has a total budget of 1.3 million Euros and is 80% co-financed by the European Commission. It is coordinated by the Regional Fund for Science and Technology (Regional Government of the Azores, Portugal), and has as partners the Regional Directorate of Affairs of the Sea, the Regional Government of the Azores (Portugal); the regional Secretariat of the Environment and Natural Resources, the Regional Government of Madeira (Portugal); the General Directorate of Natural Resources, Security and Maritime Services of the Ministry of the Sea, Portugal; the General Directorate of Sustainability of the Coast and the Bio-Diversity Foundation, both of the Ministry for Ecological Transition of the Government of Spain; the General Directorate of protection of the Natural Environment of the Government of the Canary Islands; the Regional Agency for the conduct of Research and Technology and Innovation of the Azores (ARDITI); and the Spanish Institute of Oceanography.

Coordinated by:



Partners:



Secretaria Regional do Ambiente e Recursos Naturais



Financed by:



## TEACHING UNIT

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### Objectives of this teaching unit

The **main purpose** of the project with this material is to spread knowledge of **the marine biodiversity of Macaronesia among schoolchildren concentrating on seabirds, cetaceans and turtles, the elements that threaten their survival, the good practices which aid in their conservation and the actions to take if we find any of these animals in a life-or-death emergency.**

On the basis of this main objective of the project, each activity will cover the following contents:

Content	Activity 1	Activity 2	Activity 3	Activity 4
Marine bio-diversity				
Threats				
Good practices				
Actions in emergencies				

This main objective is divided into the following **teaching objectives**, which are worked on in the different activities proposed as is shown in the following table:

Objectives	Activ. 1	Activ. 2	Activ. 3	Activ. 4
1. To analyse the knowledge of marine species of birds, cetaceans and turtles, developing the capacity for observation and analysis of the near environment.				
2. To acquire awareness of the state of conservation of the marine environment in the Azores, Madeira and the Canaries.				
3. To recognise the different threats to marine bio-diversity.				
4. To identify the consequences of human actions as threats to marine bio-diversity.				
5. To get to know and apply best practices that respect the environment.				
6. To acquire habits of respect and defence of animals (seabirds, whales and dolphins and turtles).				
7. To develop critical attitudes, of social participation and respect in relation to the protection and conservation of our natural heritage.				
8. To get to know different actions to carry out in case of emergencies related with seabirds, cetaceans or turtles.				
9. To acquire confidence and a sense of responsibility in order to act in an emergency situation.				

## Teaching guidance

The present material is aimed at Secondary schools. If all the proposal is developed, it is estimated that this would amount to four sessions of forty-five minutes each.

Nevertheless, this is a flexible proposal and, despite being structured, the teacher can decide what to apply, how and for how long. He or she may choose from each session what seems to him or her interesting or necessary. The activities, furthermore, may be conducted by a single teacher in his or her classroom or by various teachers simultaneously, working in an inter-disciplinary manner or considering these materials as a transverse subject in a level or central project.

The proposal contains information for dissemination through digital presentations and activities which support group interaction and large groups, debate, games, creativity, art and interpretation. Attached to each activity is all the material necessary to carry it out.

If any of the activities is carried out independently, it is recommended that at least the contents should be introduced digitally, thus giving it greater contextualisation.

A wide range of activities are included which bring together different areas such as language, natural sciences, social sciences, art and music, thus achieving an interdisciplinary character.

Area of work	Activity 1	Activity 2	Activity 3	Activity 4
Language				
Natural				
Social				
Art				
Technology				
Music				

## Contact for consultations and feedback

The authors make themselves available to teachers to resolve any doubts they may have about the theoretical materials, the application of the activities or other matters that may arise.

[info@oceanografica.com](mailto:info@oceanografica.com)

The project has published other materials that we will make available to you, such as a poster, an exhibition or a free loan, and a leaflet on best practices. In order to get them, please contact:

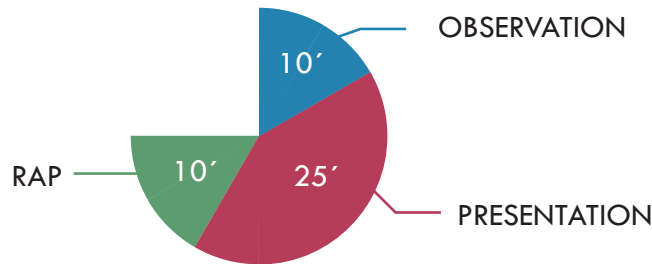
Canarias: [info@oceanografica.com](mailto:info@oceanografica.com) or 605772733

Madeira:

The Azores: OMA

# Activity 1: “LET’S OBSERVE”

## TIMING:



**OBJECTIVES:** 1, 2, 3, 4, 5, 7

### 1 WE OBSERVE

10 min

This first task is making contact with the subject of the project. The intention is to get the pupils to freely communicate their knowledge or to set out questions that may arise. This is an introductory task where there are no correct or incorrect answers.

We shall project an image (Appendix 1) and in a large group everybody will answer questions. what can you see, what do you think, what questions do I ask myself as a result of viewing this picture, what do I feel... We shall show one or two images (you may choose) depending on the time available and the motivation of the students.

### 2 PRESENTATION

25 min

We shall lean on a Power Point presentation (Appendix 2) to introduce the project information. In the presentation, we shall show the pupils the different species, the threats that put their existence at risk and the good practices that can be adopted to reduce their impact. It is important that they should ask what they like during the presentation and they should not leave their questions until the end. In this way, it will be possible to better hold their attention. The presentation can be completed in fifteen minutes and we would expect to spend ten further minutes resolving doubts.

### 3 RAP

5 min

We shall end the session by listening to a rap related with the project (Appendix 3).

You can learn the chorus.

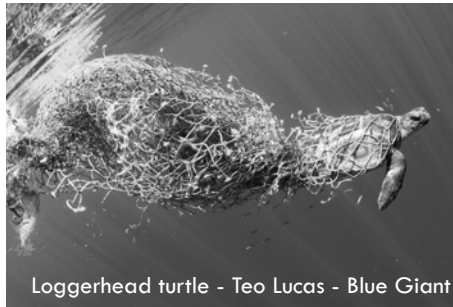


## Images for Appendix 1



Short-finned pilot whale · Teo Lucas - Blue giant

A short-finned pilot whale with a plastic bag on its fin. Sometimes they play with them, sometimes they get tangled or they eat them by mistake confusing them with food.



Loggerhead turtle - Teo Lucas - Blue Giant

A loggerhead turtle tangled in an abandoned fishing net. The net weighs so much that it takes a great deal of energy just to swim, to which must be added the fact that it cannot dive for food.

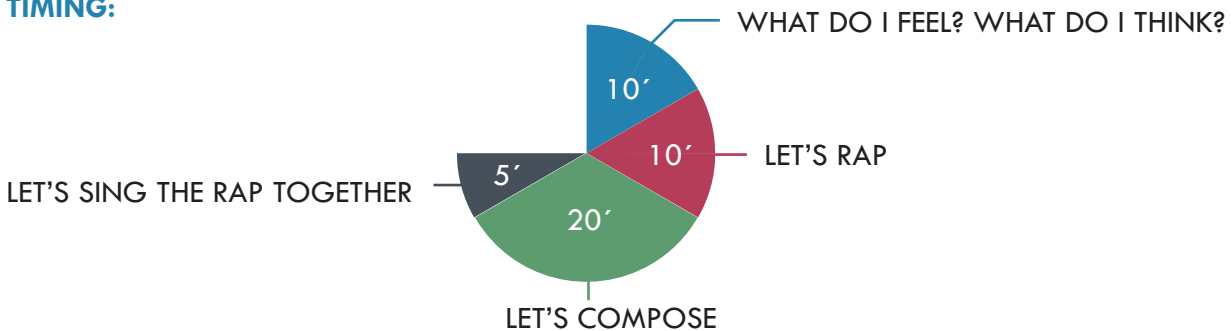


Loggerhead turtle - Arturo Boyra

A dead loggerhead turtle, tangled up in cables, which are lying on the wreck of a sunken ship. Some fish can be seen in the sea or under the turtle, proof that life goes on despite the refuse and its tragic consequences.

## Activity 2: “RAPPING”

### TIMING:



### OBJECTIVES: 1, 2, 3, 4, 5, 6, 7

This activity is intended to be motivating, creative and significant for the whole classroom. Through music, we want to put the project message in their minds for a long time. Furthermore, as music is a discipline which is closely related with the emotions, we shall begin the session by connecting with our feelings so as to create a profound reflection which will lead to changes of conduct.

#### 1 WHAT DO I FEEL? WHAT DO I THINK?

10 min

We shall present images (Appendix 4), of free species and of animals with problems,, threats and good practices, so that they can all express out loud everything they want to share with their classmates.

#### 2 LET'S RAP

10 min

First they will listen to the project rap (Appendix 3) with the lyrics in front of them (Appendix 5) and then they will be encouraged to sing it. We shall begin by learning the chorus and little by little the verses. We shall repeat this a number of times.

#### 3 LET'S COMPOSE

20 min

Subsequently, we shall group the children in groups of five so that they can create a new verse for the rap.

#### 4 LET'S SING THE RAP TOGETHER

5 min

We shall devote the last few minutes to singing the version we have all created all together. We shall decide in what order the groups will join in like a “rapper’s competition”. We shall sing the initial rap together and then each group will sing its new verse and we shall sing the chorus all together.

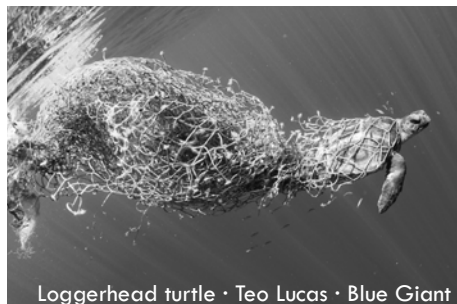
## APPENDIX 4

### Activity 2 “Rapping”

#### Section 1 “WHAT DO I FEEL? WHAT DO I THINK?”



A short-finned pilot whale with a plastic bag on its fin. Sometimes they play with them, sometimes they get tangled or they eat them by mistake confusing them with food.



A loggerhead turtle tangled in an abandoned fishing net.



A loggerhead turtle doused in oil, rescued by the Guardia Civil after the Russian fishing ship, the Oleg Naidenov, suffered an accident in Gran Canaria in 2015.



A free-flying Atlantic shearwater.



Refuse on the seabed.



Refuse floating on the sea together with other junk.



Oil drilling platform.



A recently-hatched loggerhead turtle held in one hand.



Bulwer's petrel on its nest.



A group of three bottlenose dolphins jumping together. The last one is a young animal.



Green turtle swimming free.



Two loggerhead turtles walking towards the water. They are being freed after being looked after at the fauna recovery centre and helped to recover from injury.



Sperm whale · IUSA · ULPGC

Sperm whale dead from cuts from the screw of a ship.



Arturo Boyra · Oceanográfica

Volunteer divers gathering refuse from the seabed.



Arturo Boyra · Oceanográfica

Volunteers gathering litter from the beach.



Arturo Boyra · Oceanográfica

Cleaning staff removing an oil slick on the coast.



Bulwer's petrel · Miriam Cuesta

Bulwer's petrel chick held in one hand during a research campaign in which the chicks were ringed so as to be able to monitor the population.

## APPENDIX 5

### Activity 2 "RAPPING"

#### Section 2. LET'S RAP

## Mistic Seas: El cambio empieza en ti

Creando conciencia la sociedad, la cambiamos  
así, el planeta Tierra, entre todos, lo valoramos  
los océanos van a necesitar nuestros cuidados  
pues producen el oxígeno que respiramos

Estas rimas no se ensayan  
creando conciencia marina  
de una forma necesaria  
la Macaronesia es  
de una belleza extraordinaria  
desde Madeira hasta Azores  
pasando por Canarias

En el mar navegaré  
basuras flotantes vamos a recoger  
Los micro plásticos son un problema también  
porque están ahí pero tú no los puedes ver  
Así que si el planeta quieres conservar  
todos tus plásticos los debes reciclar  
y aunque tú no lo puedas escuchar  
el océano seguro que te lo agradecerá

**El gran azul entre todos lo disfrutamos  
lo navegamos, lo buceamos  
Si quieres disfrutar de un océano sano  
el cambio empieza en ti y lo tienes en tus manos  
(bis)**

Atentos a la superficie del mar  
muchos cetáceos podemos avistar  
De Europa, tenemos la mayor biodiversidad  
y lo primero que aparece  
es el soplo de un rorcual  
tropical,  
como un calderón  
un zifio comenzando su inmersión  
y después de millones de años de evolución  
al ser mamíferos compartimos respiración

Madeira, la foca monje de Desertas  
Monteiro en Azores, viendo paiños de cerca  
La Graciosa tampoco se me olvidó  
su reserva marina es ejemplo de conservación

Son los recursos que el planeta nos ha dado  
y si no los cuidamos el turismo se irá a otro lado  
dado que está claro que si no cambiamos  
tus hijos no disfrutarán de lo que tú si has disfrutado

La tortuga boba respira  
pues tiene los pulmones que oxigenan estas rimas  
Ven a disfrutar de nuestra naturaleza  
esto es un paraíso llamado Macaronesia

**El gran azul entre todos lo disfrutamos  
lo navegamos, lo buceamos  
Si quieres disfrutar de un océano sano  
el cambio empieza en ti y lo tienes en tus manos  
(bis)**

## APPENDIX 5

### Activity 2 "RAPPING"

#### Section 2. LET'S RAP

## Mistic Seas: The change begins with you

By creating awareness in society, we change the world that way, all of us, we value the oceans. They are going to need our care because they produce the oxygen that we breathe.

These rhymes are not to be practised creating marine awareness in a necessary way Macaronesia is extraordinarily beautiful from Madeira to the Azores Including the Canaries

I shall sail the seas  
We shall collect any floating rubbish  
Micro-plastics are a problem too  
Because they are there even though you can't see them  
So if you want to save the planet  
You have to recycle all your plastics  
And although you can't hear it  
The Ocean will surely thank you.

**We all enjoy the Great Blue Sea,  
We sail it, we dive in it,  
If you want to enjoy a healthy ocean  
The change must begin with you and you hold it in your hands.**  
(Repeat)

Pay attention to the surface of the sea  
you can see many cetaceans  
We have the greatest biodiversity in Europe  
and the first thing that appears  
is the breathing of a tropical orqual  
like a pilot whale  
A Cuvier's beaked whale beginning its dive  
and after millions of years of evolution  
because they are mammals we both breathe

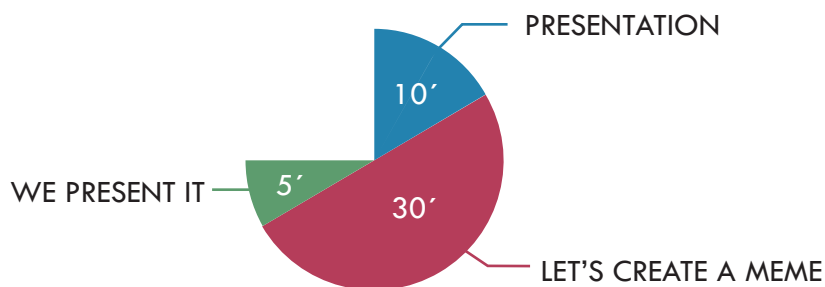
Madeira, the monk seal of Desertas,  
Monteiro in the Azores, seeing European storm  
petrels close up  
I did not forget La Graciosa either  
The marine reserve is an example of conservation..  
These are the resources that the planet has given us  
and if we are not careful with them, tourism will  
go elsewhere  
given that it is clear that if we don't change  
your children won't enjoy what you have enjoyed

The loggerhead turtle breathes  
because its lungs oxygenate these rhymes  
Come and enjoy our nature  
this is a paradise called Macaronesia

**We all enjoy the Great Blue  
We sail it and we dive in it  
If you want to enjoy a healthy Ocean  
Change begins in you and you have it in your hands**  
(Repeat)

# Activity 3 “THE TSUNAMI EFFECT”

## TIMING:



## OBJECTIVES: 1, 2, 3, 4, 5, 6, 7

The aim of this activity is to transmit to the pupils the idea that with a small action that anybody can carry out, you might cause a change, forming a “wave” that becomes more and more powerful which manages to reverse the damage that humans are causing to the environment. For this purpose, we have had recourse to the use of a meme, as a “metaphor” for that wave that we want to achieve. With the term “meme” from the internet we are referring to person-to-person communication of an idea, concept, situation, expression or humorous thought shown in the virtual medium, which achieves a wide spread on the networks.

### 1 PRESENTATION

10 min

We shall introduce the session with a small Power Point presentation (Appendix 6) on the best practices which have an influence on the well being of the species involved in the project.

### 2 WE CREATE A MEME

30 min

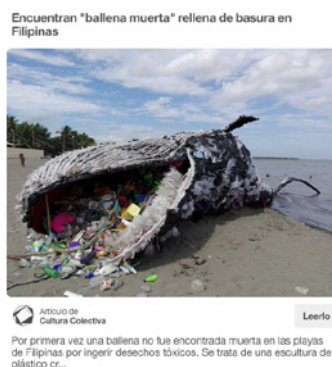
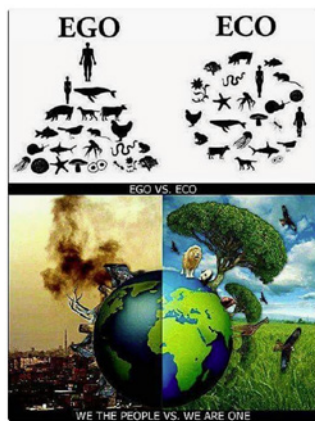
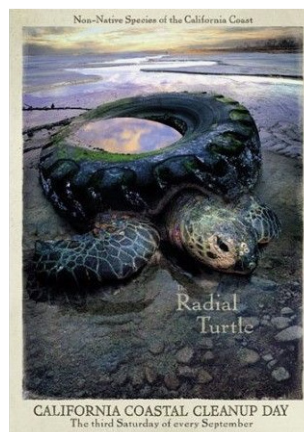
Once we are into the subject as a result of the presentation, we shall put it to the pupils that they should create a meme to make it go viral on WhatsApp or the social networks. They can work in small groups or individually. The content of the meme will be free of all limitation, as long as it deals with the subject matter of the project. They can create anything from images with a phrase, a phrase without any image, a composition including several images or a short video. For this task, it will be necessary to have the school's computer classroom. We shall show a few examples by way of inspiration (Appendix 7) and also the pupils will be able to contribute any images they find, or images that they have created themselves. The final images that they hand in will have a maximum resolution of 960x640 pixels per inch so that they can be easily seen.

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Meme: The word “meme” (plural: “memes”) comes directly from the English “meme”, a term coined in 1976 by the British ethologist, zoologist and evolutionary theorist, Richard Dawkins (1941- ) in the first edition of his book “The Selfish Gene”. The author uses the concept of the meme as the agent responsible for cultural transmission by human beings. “Cultural transmission is analogous to genetic transmission in that, although it is basically conservative, it can allow the emergence of a form of evolution”, Dawkins says in his book..

## APPENDIX 7

### Activity 3 "TSUNAMI EFFECT" Section 2 LET'S CREATE A MEME



### 3 PRESENTATION OF THE MEMES

5 min

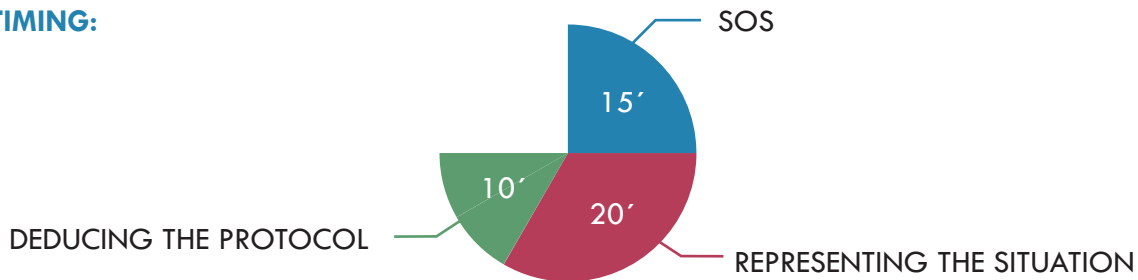
When the work is finished, we shall present the results to the class as the close of the activity. The groups can make a brief explanation of their work emphasising whatever they think most important.

This activity could take place in two sessions, one to give the information, to show the examples and to debate what they want to do. And a second session to put their ideas into effect, show the results and debate whether they have achieved a message which makes an impact. Finally, they can present their memes to the class. If there are not two sessions available, the teacher can simplify the activity.



# Activity 4 “SOS, I NEED YOU”

## TIMING:



## OBJECTIVES: 1, 2, 3, 4, 5, 6, 7, 8, 9

With this activity, we want the students to acquire awareness about the correct actions in case of an emergency, both in case they have to act as an active part and so they can inform other people about how to proceed.

### 1 SOS

15 min

We will put the entire class into groups of four or five and each team will be given a situation which requires intervention related with the animals involved in the project (Appendix 8) The group must deduce how to handle each situation. After the first ten minutes, we will hand out an action protocol (Appendix 9) to each group with sections not filled in to guide their reflections. The group must deduce what is missing from the empty boxes and thus correct their deviations with regard to their initial reflections. The different roles will be handed out to the members of the group to make a role play of the situation.

Remember to print one copy of Appendix 8 and as many copies as you need of Appendix 9 (one per group, check whether the case of each group is beaching on land or disabled in the water so as to give the correct protocol).

### 2 PERFORMING THE SITUATION

20 min

The groups will perform the different scenes for the class, explaining their deductions. They will do this as role playing and will find objects or people who will pretend to be the animals. We shall warn them of possible problems arising from the actions they have decided on (they are present in the protocol, in bold).

### 3 DEDUCING THE PROTOCOL

10 min

In order to close the activity, the teacher will explain the protocol of action as a conclusion for all the situations to the entire class (Appendix 10) and if there is time, conclusions can be drawn about what has been performed by the different groups.

## APPENDIX 8

### Activity 4 "SOS, I NEED YOU"

#### Section 1 SOS

#### Group 1

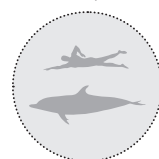
##### Situation: How would you react?

On the beach, you find a small dolphin that is still alive. You do not know what is wrong with it but it is breathing in an agitated manner. It seems exhausted and it has the mark of a powerful blow to its head with a bruise and a small apparently insignificant wound.



Atlantic spotted dolphin  
*Stenella frontalis*

140 Kg ↔ 2,5 m



#### Group 2



Bulwer's petrel  
*Bulweria bulwerii*



Atlantic shearwater  
*Calonectris borealis*

##### Situation: How would you react?

At night, on a rocky beach at the foot of a remote cliff you hear a loud blow, as you approach with a torch you see that it is a shearwater or a petrel which has fallen. It is disoriented and cannot fly.

#### Group 3

##### Situation: How would you react?

On the news, you have heard about a fishing boat which has lost control and is sinking. It has lost a ton of fuel into the sea and the authorities are cleaning up the sea.

On the coast, you find a band-rumped storm petrel covered in oil, its beak is full of oil and its feathers are also very badly marked, but it is still alive, struggling to survive.





Band-rumped storm petrel  
*Hydrobates castro*

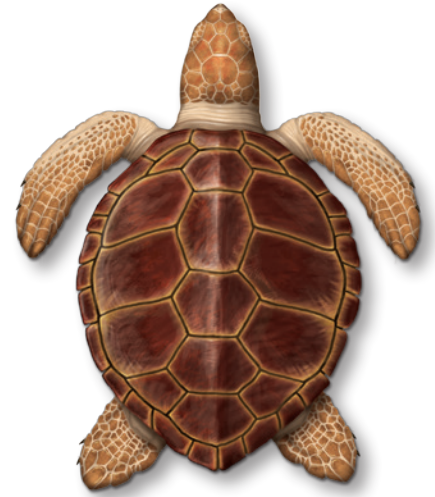
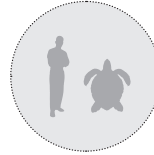
## Group 4

### Situation: How would you react?

As you arrive at a beach in the morning, you see a loggerhead turtle which is tangled in some cables and raffia bags. It seems that one flipper is quite badly injured. The cables are quite tight.

 200 kg  
 1,2 m



Loggerhead turtle  
*Caretta caretta*



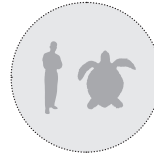
## Group 5

### Situation: How would you react?

As you are walking along a beach, you see a dead turtle. It smells terrible as a result of decomposition.

 230 kg  
 1,5 m

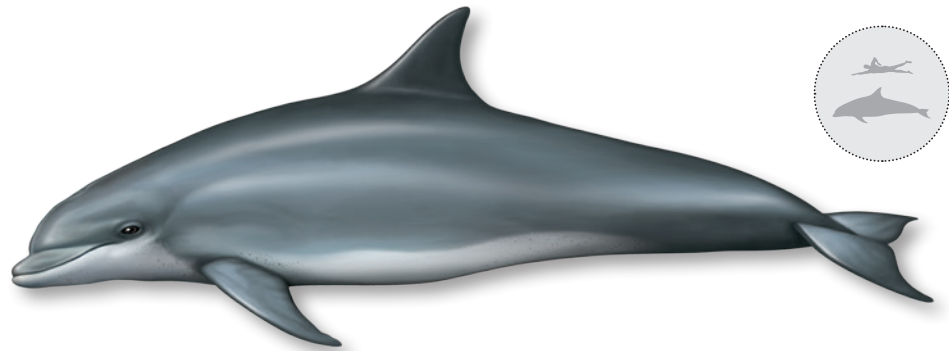
Green turtle  
*Chelonia mydas*





## Group 6

### Situation: How would you react?

You are travelling on a boat and you see a jet-ski hitting a bottlenose dolphin causing significant injuries with its propeller.





Bottlenose dolphin *Tursiops truncatus*

 600 Kg  4 m

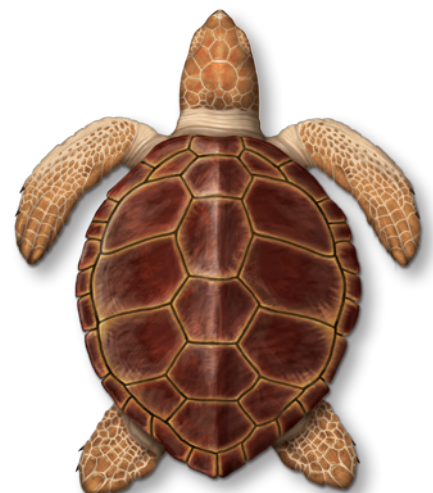
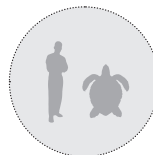
## Group 7

### Situation: How would you react?

In a small port, you see a green turtle arriving. It is having difficulty swimming. It seems to be very weak and you can see a steel fishing cable coming from its mouth. It only has one eye and it has a large wound on its head through which you can see its skull.

 200 kg  
 1,2 m

Loggerhead turtle  
*Caretta caretta*



# **PROTOCOL OF ACTION WHEN FINDING AN ANIMAL STRANDED ON THE LAND**

**THE MOST IMPORTANT THING IS YOUR OWN SAFETY. ANIMALS CAN CARRY DISEASES OR HURT YOU WITH THEIR MOUTH OR FLIPPERS.**

## **1 WHAT DO YOU SEE?**

- Approach the animal slowly and in silence.
- Take photos of what you can see (without flash).
- Make a note of: your position, the date and time and your contact details (name and telephone). Or you can send a friend your position via WhatsApp, and this will also record the date and the time.

## **2**

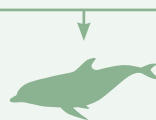
This is the way to activate the protocol for assistance in the case of stranding.

## **3**

- Do not touch it with sharp objects.
- Do not remove refuse unless it is preventing the animal breathing.
- Do not let people approach or shout in the vicinity.



*Put it in a cardboard box with holes and put it in the shade. Use a towel or similar to prevent it pecking you and hand it over where you are told.*



*Do not touch it or move it*



*If it is alive and the waves are affecting it, put it on the sand, in the shade.*


# **THANK YOU VERY MUCH**

\*During the period when young birds are leaving their nest, it is common to find them disoriented by the lights. They do not know how to take off from the shoreline. Rescue it. Let the specialists do what is necessary to set it free.

## PROTOCOL OF ACTION IF YOU FIND AN ANIMAL STRANDED IN THE WATER

**THE MOST IMPORTANT THING IS YOUR OWN SAFETY. ANIMALS CAN CARRY DISEASES OR HURT YOU WITH THEIR MOUTH OR FLIPPERS.**

### 1 WHAT DO YOU SEE?

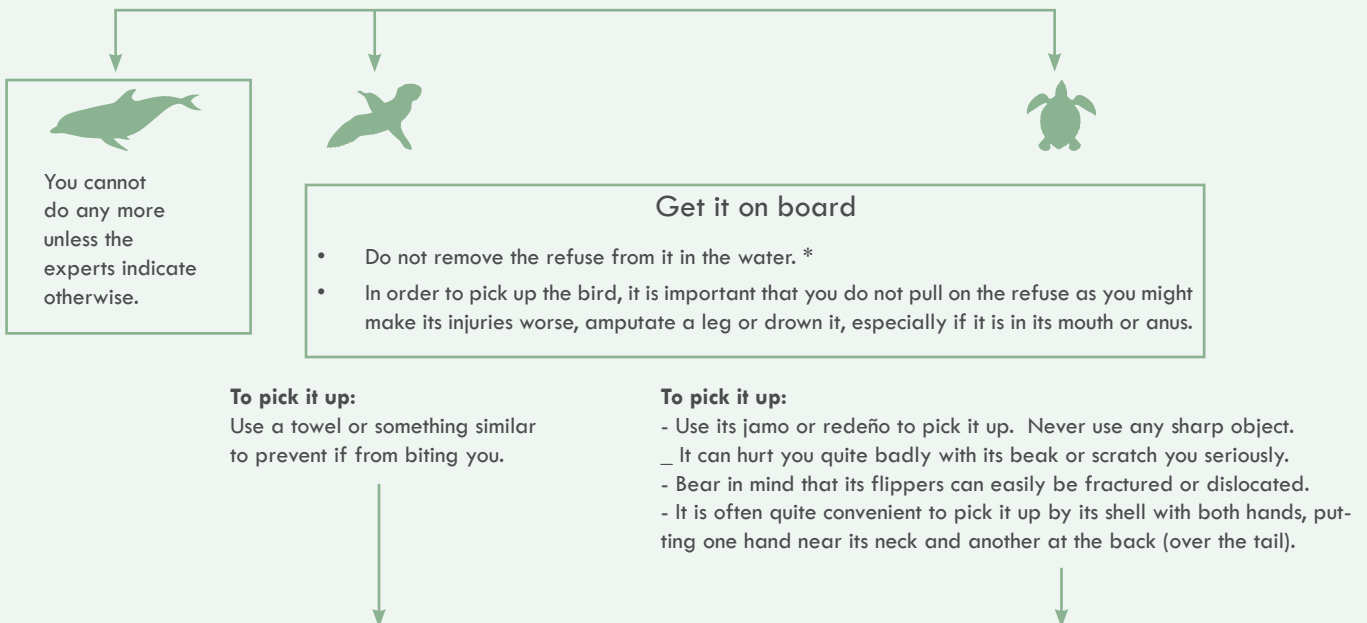
- Approach the animal slowly and in silence
- Take photos of what you can see (without flash).
- Make a note of: your position, the date and time and your contact details (name and telephone). Or you can send a friend your position via WhatsApp, and this will also record the date and the time.
-  Act only if you can see a problem. The animal might be lying in the sun to regulate its temperature.

### 2

This is the way to activate the protocol for assistance in the case of stranding.

### 3 WHAT ANIMAL IS?

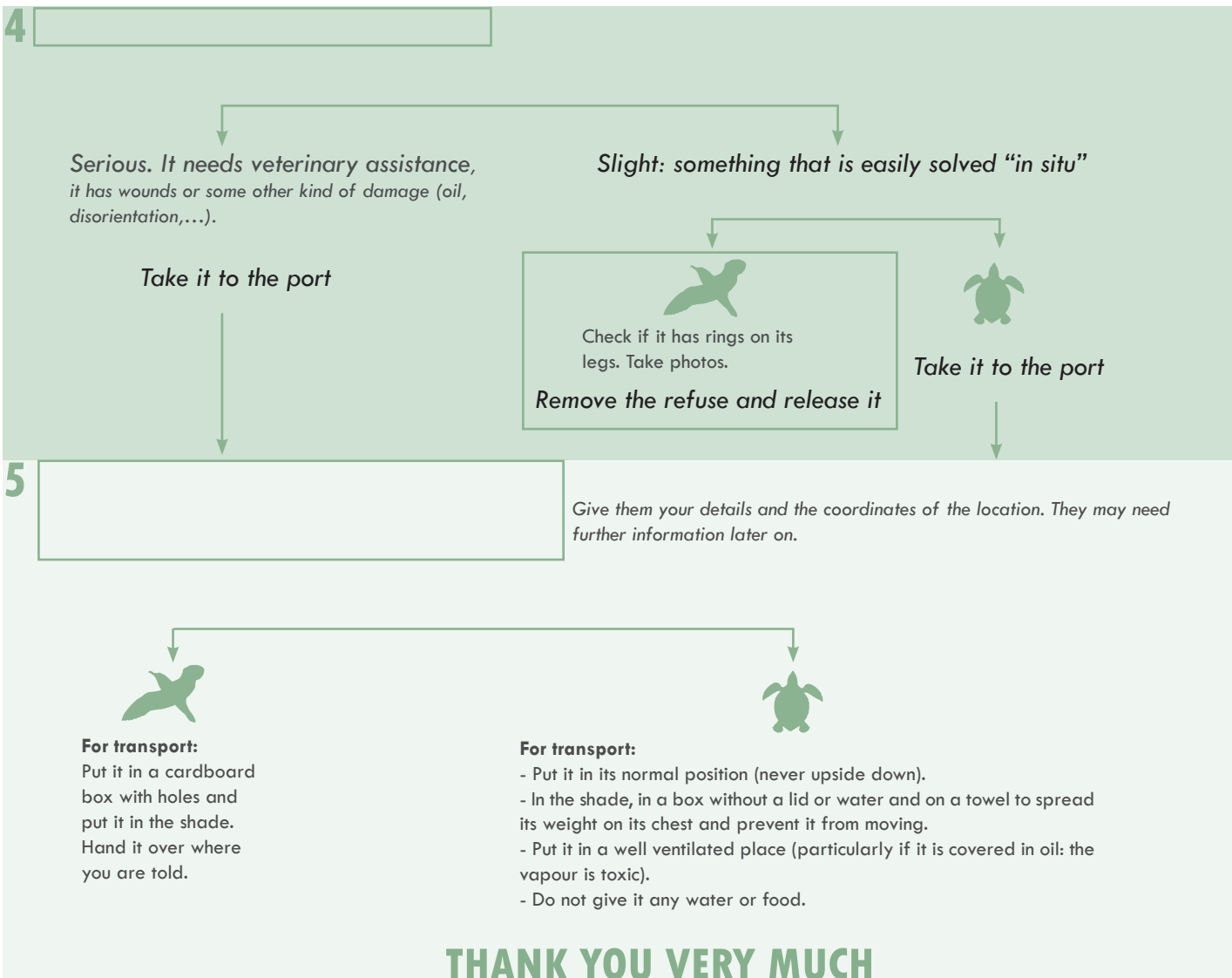
- Do not poke it with sharp objects.



**\* Important:**

- Do not remove the refuse (unless there is a risk of asphyxia). The wounds caused may become infected when the animal is handled and make the situation worse. If it has oil in its nose or its mouth, you can clean it so as to prevent it being swallowed with a stick or a cloth with cooking oil.
- Do not pull or cut the fishing lines which come from its mouth or anus, at least never if they are less than 20 cms. There might be a hook at the other end and they might be useful for extraction.

## PROTOCOL OF ACTION IF YOU FIND AN ANIMAL STRANDED OR IN THE WATER



**THANK YOU VERY MUCH**

**REMEMBER TO REMOVE THE REFUSE FROM THE SEA OTHERWISE IT WILL CONTINUE TO CAUSE PROBLEMS.**

## PROTOCOL OF ACTION IF YOU FIND AN ANIMAL STRANDED IN LAND

**THE MOST IMPORTANT THING IS YOUR OWN SAFETY.  
ANIMALS CAN CARRY DISEASES OR HURT YOU WITH  
THEIR MOUTH OR FLIPPERS**

### 1 WHAT DO YOU SEE?

- Approach the animal slowly and in silence
- Take photos of what you can see (without flash).
- Make a note of: your position, the date and time and your contact details (name and telephone). Or you can send a friend your position via WhatsApp, and this will also record the date and the time.

### 2 CALL 112

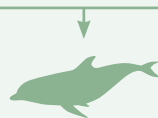
In this way, you will activate the protocol for assistance with strandings

### 3 STAY WITH THE ANIMAL UNTIL THE EXPERTS ARRIVE

- Never touch the animal with sharp objects
- Do not remove refuse unless the animal is having trouble breathing.
- Do not let people approach or shout in the vicinity



*Put it in a cardboard box with holes in it and put it in the shade. Use a towel or something similar to pick it up so that it cannot peck you and hand it over where you are told*



*Do not touch it or move it*



*If it is alive and the waves are affecting it put it on the sand, in the shade.*


## THANK YOU VERY MUCH

\* During the period when the chicks leave the nest, it is common to find them disoriented from the lights. They do not know how to take off from the shore, rescue it. The specialists will do what is necessary to set it free.

## PROTOCOL OF ACTION IN THE CASE OF FINDING AN ANIMAL STRANDED IN THE WATER

**THE MOST IMPORTANT THING IS YOUR OWN SAFETY. ANIMALS CAN CARRY DISEASES OR HURT YOU WITH THEIR MOUTH OR FLIPPERS.**

### 1 WHAT DO YOU SEE?

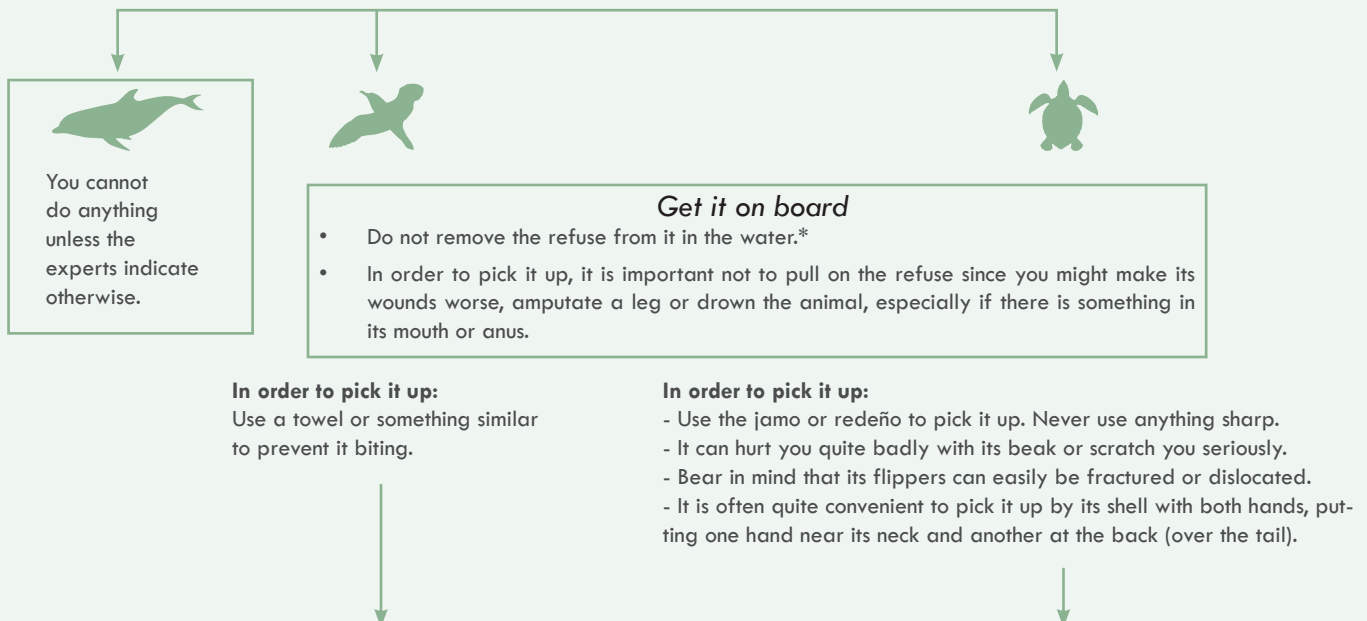
- Approach the animal slowly and in silence.
- Take photos of what you can see (without flash).
- Make a note of: your position, the date and time and your contact details (name and telephone). Or you can send a friend your position via WhatsApp, and this will also record the date and the time.
-  Take action only if you can see a problem. The animal might be resting in the sun to control its temperature.

### 2 CALL 112

In this way, you will activate the protocol for assistance with stranding.

### 3 WHAT ANIMAL IS?

- Do not touch it with anything sharp.



**\* Important:**

- Do not remove the refuse (unless there is a risk of asphyxia). The wounds caused may become infected when the animal is handled and make the situation worse. If it has oil in its nose or its mouth, you can clean it so as to prevent it being swallowed with a stick or a cloth with cooking oil.

- Do not pull or cut the fishing lines which are coming from its mouth or anus, at least never if they are less than 20 cms. There might be a hook at the other end and they might be useful for extraction.



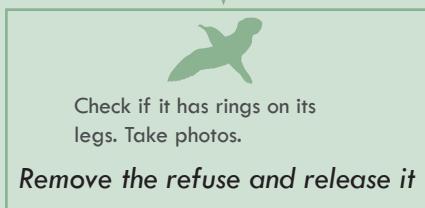
## PROTOCOL OF ACTION IN THE CASE OF FINDING AN ANIMAL STRANDED IN THE WATER

### 4 INSPECT THE WOUND

*Serious: it needs veterinary assistance, it has wounds or some other kind of damage (oil, disorientation,...).*

Take it to the port

*Slight: something that is easily solved "in situ"*



  
Take it to port

### 5 HAND THE ANIMAL OVER TO THE AUTHORITIES

Give them your details and the coordinates of the location. They may need further information later on.



**For transport:**  
Put it in a cardboard box with holes and put it in the shade.  
Hand it over where you are told.



**For transport:**

- Put it in its normal position (never upside down).
- In the shade, in a box without a lid or water and on a towel to spread its weight on its chest and prevent it from moving.
- Put it in a well ventilated place (particularly if it is covered in oil: the vapour is toxic)
- Do not give it any water or food.

## THANK YOU VERY MUCH

**REMEMBER TO REMOVE THE REFUSE FROM THE SEA OTHERWISE IT WILL CONTINUE TO CAUSE PROBLEMS**

# EVALUATION

Evaluation from 1 to 5, where “1” means least satisfactory and “5” means very satisfactory.

Teaching proposal	Not satisfied at all	Not very satisfied	Normal	Satisfied	Very satisfied
The teaching unit is expressed in a clear manner, easy to apply in the classroom	1	2	3	4	5
The objectives are suitable with regard to what is achieved with the application of the activities	1	2	3	4	5
The timing of the activities in the project is realistic and applicable	1	2	3	4	5
The proposal is flexible and applicable to any school context	1	2	3	4	5
The planned activities are motivating for pupils	1	2	3	4	5
The activities are suitable for the level for which they have been designed	1	2	3	4	5
As a teacher, it has been enjoyable to carry out these activities	1	2	3	4	5
I had the information and the resources necessary to carry them out	1	2	3	4	5
The digital presentations are attractive for the pupils	1	2	3	4	5
The information supplied in the preamble and the poster is visual, attractive and accessible	1	2	3	4	5

Proposals \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Suggestions that I would make regarding the project \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Has it been a gratifying experience (Circle correct answer)      Yes                  No

Would you repeat the experience (Circle correct answer)      Yes                  No

Weak points to improve: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Send to [information@oceanografica.com](mailto:information@oceanografica.com)

Contact:

School:

Level of students to which it has been applied:

Number of students: