



Teacher Instructions

Lessons, Discussions, Activities

Instruction Overview:

Thank you for your willingness to teach *Ocean Connections* to your students! We've designed this course to be easily adjusted for your classroom needs, but also have included detailed suggestions in this document on how to lead the lessons as we've made them.

Every day, students will start the class with a video lesson. **We encourage you to discuss the activity with the students before the video, so they understand expectations and can pay close attention to any relevant information.** After, there's a classroom discussion that can be led by you, or conducted in small groups. We have included a **printable discussion worksheet** for students to type/write in their answers, or it can be done orally as a class. For you, there's a **teacher rubric version of the discussion worksheet** with helpful follow up questions, answers, and more. The discussion is to get everyone thinking about what they learned and prepare for the daily activity! Ideally, there's class time to start the daily activity.

PowerPoint: At the end of the week, there's a final project, which is where students present a short PowerPoint on the activities they did. We recommend students update their PowerPoint as they complete activities each day. A PowerPoint template with instructions is provided. It is up to you if you want to make activities due the following day or at the end of the curriculum with their PowerPoint. Students without PowerPoint on their computers can use [Google Slides for free](#).

Introduction Video: (2 minutes)

1. Watch this as a class on Day 1 so students can learn about *Ocean Connections* and what they will be doing throughout the week.

Day 1 Activity instructions: Design a social media post

2. Students will design a social media post (image/graphic with caption) on something they learned in the video. It could be a shocking fact that they learned, or a definition, but it should come from the lesson. The social media post should be teaching others that fact in a creative way! Students can use the phone apps at their disposal, like Canva, to create their graphic. Detailed directions on the activity, including examples, are in the **student activity worksheet**. It is up to you if this worksheet is for points or participate credit.
3. Students must **download the PowerPoint template**, or make their own on Google Slides using the template. They have creative freedom to change the design however they want, but they must use the rubric for each slide that is provided. Directions for expectations of each slide are in the PowerPoint template.
4. Students will add their social media post to the Day 1 slide on their PowerPoint, including the caption, hashtags, and optional call to action.

Day 2 Activity instructions: Adopt an endangered species & learn about organizations



1. Students will “adopt” and endangered species on the IUCN website and complete a **Wildlife Worksheet**. They will need to use the IUCN Red List/species page, and other internet resources to learn more about the species, the causes of their conservation status, and find an organization that is helping their species. It is up to you if this worksheet is for points or participation credit.
2. Student will add images of their species and answer questions on the Day 2 slide on their PowerPoint.
3. Students will learn about 2 featured **conservation organizations** in the supplemental materials. Students will need to look up an organization related to their species as part of their wildlife worksheet, so we recommend learning about at least one of these organizations together as a class and watching a few of their short YouTube videos. There is a 1 page reading for each organization. Go through the organization website to review projects, and then watch 1-2 of the videos to visualize their work.
 - a. Marine Mammal Research Program – mmrphawaii.org
 - i. One page reading – included in supplemental materials
 - ii. Current projects [linked here](#)
 - iii. [Video 1](#): Tagging Hawaii’s humpback whales (4 minutes)
 - iv. [Video 2](#): Antarctica Expedition (4 minutes)
 - v. Graduate student video (included in materials)
 - b. Cascadia Research Collective - cascadiaresearch.org
 - i. One page reading – included in supplemental materials
 - ii. Current projects [linked here](#)
 - iii. [Video 1](#): Route of tagged endangered false killer whales (1 minute)
 - iv. [Video 2](#): Collecting a breath sample – drone view (1 minute)
4. We have also included **featured videos of graduate students** (<10 minutes) studying marine mammals so students can learn more about what this career is like. *We recommend watching this in class or assigning as homework.* It is included in the Day 2 materials.

Day 3 Activity instructions: Plastic scavenger hunt & find solutions

1. Students will participate in a plastic scavenger hunt and fill out a **Plastic Scavenger Hunt worksheet** along the way. The scavenger hunt can be done in the classroom or at home, or both. Going back to the 7 different types of plastics learned about in the video lesson, students will need to find at least 4 different types and answer questions about them. Questions are designed to get students thinking about the impact of each plastic item, and how it could hurt the species they adopted the previous day. We suggest doing at least 1 example as a class on the worksheet to get students comfortable, and making this worksheet for participation credit.
2. Students will fill out the Day 3 slide on their PowerPoint.

Day 4 Activity instructions: Write a letter to raise your voice

1. Student will **write a letter** to a company, political representative in your area, or the principal to help make a change for our planet. As a class, decide what the environmental initiative will be. We’ve included some examples and templates.



- a. **Company:** For reference, the largest plastic polluters in the world are Coca Cola, Pepsi Co., and Nestlé. Students could write a letter to one of these companies, or another one, urging them to change something specific about their packaging or other company policies.
- b. **Politician:** Another example would be writing a letter urging a representative to prioritize policy like declaring a climate emergency or taking specific action on plastic pollution.
- c. **Principal:** The last option is if students are passionate about changing something at the school, they can write directly to the principal. This could be like adding a compost bin, recycling program, garden, or meatless Mondays.

It is up to you if you want to focus on one topic as a class, have students work in small groups on different projects, or do them individually. Regardless, we recommend **all students write their own letter** (handwritten or printed) themselves. We also suggest **mailing these letters as a class** so students can learn the process (address, return address, stamps), but that's entirely up to you.

2. We've included a letter template for students, tips for writing, and two example letters.
3. Students will describe the letter they wrote on their Day 4 slide on their PowerPoint.

Day 5 Instructions: Your Role + Presentations

1. We've included a short wrap-up video that covers the topics introduced throughout the week. After watching, you can allocate the rest of class time for presentations or continued work!

Supplemental materials

1. **Documentaries to watch:** We've included powerful, inspiring, and educational documentaries that help teach concepts related to topics we cover in *Ocean Connections*. They can be used to break up the curriculum, celebrate at the end, as extra credit, or as a resource for students who want to learn more. The access to these films depends on the type of streaming platforms available to you, and we've included where they are hosted.
2. **Guided notes:** Videos are fast paced to hold the attention of young students. We've included guided notes to help students retain the information from the video. If you assign guided notes, we recommend allowing video access to students so they can re-watch them to answer the questions. We've included the answers to the guided note questions as well.

When you're finished!

1. **Follow-up Questionnaire:** All *Ocean Connections* participants should fill out this short follow-up questionnaire. This is how we measure our impact, where we want to improve, and report on how many students we were able to reach.
[The form is linked here.](#)