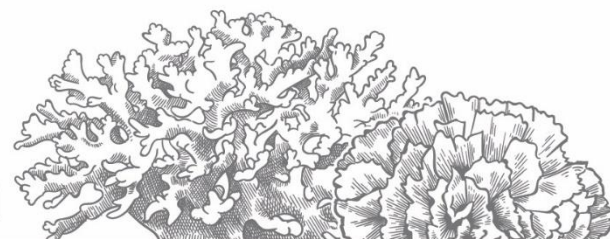


Lesson plan from the Seattle Aquarium



OSPI Developmental Milestones

Social Behaviors	• Be able to think about behavior, being cooperative and nonhurtful. Able to talk about the best ways to do things. • Wait for a turn without getting angry or grabbing. May lose interest in the object or activity before getting a turn.
Safety	• Follow safety rules indoors and outdoors. • Keep a distance from wildlife.
Writing	• Attempt to copy one or more letters of the alphabet. • Begin to print or copy own name, and identify at least some of the letters.
Knowledge	• Apply new information or words to an activity or interaction. • Name more than three colors. • Group some everyday objects that go together (such as shoe and sock, pencil and paper).
Math	• Count out 10 items; may use fingers, body parts or other counters, as used in the child's home culture. Count and group things by number. • Compare groups of up to 10 objects.
Science	• Use tools to explore the environment (a magnifying glass, magnets, sifters, etc.). • Take walks outside and gather different types of leaves, name colors he/she sees outdoors. • Participate (with adult direction) in activities to preserve the environment, such as disposing of litter properly, saving paper and cans to be recycled, etc
Art	• Show an increasing ability to use art materials safely and with purpose. • Show creativity and imagination.

Theme

Lesson will be done on the beach, using physical frames to help students focus on the objects and animals present in a particular area. There will also be an add on activity to do before and after the beach field trip in the classroom. The add on activity is two worksheets. The goal of this lesson is to build upon empathy for marine life while supporting the OSPI Developmental Milestones.

Materials needed for the lesson

1. Focus frames, homemade or purchased, enough for you and your chaperones
2. Printed Before and After Worksheets if using add on activity
3. Art materials if using add on activity

Topics to discuss with students

1. What is a tidepool
 - a. A tidepool is a pool of water left behind on the beach when the tide goes out. Many different plants and animals live inside tidepools
 - b. We can go to the beach during low tide to see the animals living in the tidepools.
2. What is a tide
 - a. A tide is the way that the water moves up and down on the beach. Sometimes the water is really high up on the beach and you can't see much of the sand or rocks. This is called high tide. Sometimes the water is really low on the beach and you can see a lot of the sand and rocks and tidepools, this is called low tide.
3. How to interact with wildlife safely on the beach
 - a. Leave all plants and animals where you find them
 - b. Use one gentle finger to touch any plants and animals that you see
 - c. Only one person may touch an animal at a time
 - d. Don't take home rocks or shells
 - e. Clean up trash that you find, ask an adult first if it is safe
 - f. don't step on the eelgrass, there are tiny animals hiding underneath it
4. what can we do to keep the plants and animals at the beach safe
 - a. don't litter
 - b. when you find trash outside ask your grown up if you can pick it up and throw it away
 - c. be kind to all of the plants and animals that you see
5. what are ways that we can be kind to plants and animals?
 - a. What are ways that we are kind to each other?

Supplemental lesson plan

1. decide on what you will be using as your focus frames
 - a. you can use old tupperware lids, or similar, that you can cut out the middle to leave a square frame
 - b. you can build your own using same size sticks, dowels, wooden chopsticks, etc. and tape or string to secure together
 - c. you could ask parents or community members to donate old picture frames, and just use the actual frame part, not the glass or the backing.
 - d. the point of the focus frames is to have a smaller more manageable area that you can draw your students attention to when showing them marine life.

2. Before heading to the beach go over the topics on how to go tidepooling safely.
Make sure that you have enough focus frames for you and your chaperones
3. Instruct chaperones on how to use the focus frames as a guide for your students
 - a. When you notice an area that has a lot of different plants and/or animals gently lay the focus frame over that area
 - b. Invite your students to crouch down and focus on what they see inside of the framed area
 - c. Encourage them to count like things, name the different colors, shapes, and textures they are seeing
 - d. If you want to showcase something specific you can use the focus frame as a guide, “look and see the green sea anemone that is in the very middle of the frame” or “Look and see there are snails close to this side of the frame”
4. While on the beach use the focus frames as a tool to help your students slow down, be mindful of what's around them, and explore in detail the world around them!

Add on activity

1. This add on activity is to be used the day before and the day after your classes tidepooling field trip as a way to prepare and then debrief from the field trip
2. Make sure to go over and explain the worksheets before handing them out to your students
3. For the pre beach worksheet
 - a. It's a tracing and finding activity.
 - b. Use the phrase, “at the beach I hope to see a red crab” as a segway into discussing tidepool rules and what you might see at the beach
4. For the post beach activity
 - a. There is an art activity where students are prompted to draw what they saw in the focus frame as well as a matching activity on the back
 - b. Use this as an opportunity to debrief what you saw at the beach and how the experience went.