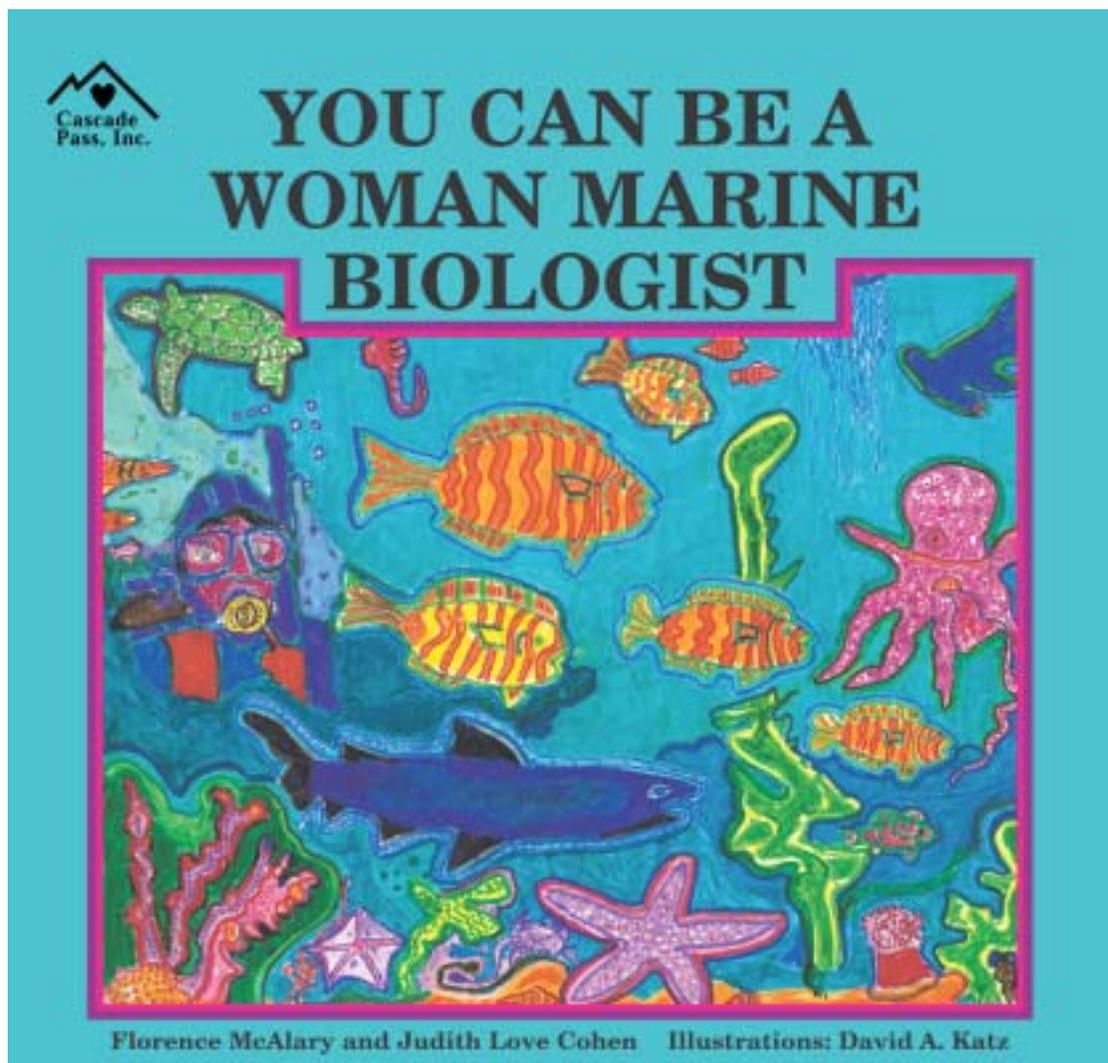




YOU CAN BE A WOMAN™ MARINE BIOLOGIST



YOU CAN BE A WOMAN MARINE BIOLOGIST

SCIENCE LESSON PLAN 1

- PURPOSE:** To understand how species in an ocean habitat have specific roles and special adaptations for survival.
- MATERIALS:** Mural-sized paper, art supplies (crayons, paint, colored pencils, glitter, etc.), scissors, glue.
- PROCEDURES:** Have children plan and construct a mural to illustrate plants and animals in a specific marine ecosystem (e.g., rocky intertidal, coral reef, kelp forest, wetlands, Antarctic).
- CONCLUSIONS:** Where in the world is your ecosystem?
What kinds of fish and plants live in this habitat?
How do the colors and shapes of fish relate to their habitat?
Which are the predators and what do they eat?
Compare the shapes and colors with those that live in other ecosystems.
- RESOURCES:** Posters, textbooks on marine biology or specific ocean communities, magazine articles. Visit a local marine aquarium. Take a trip to a habitat (e.g., wetlands).

SCIENCE LESSON PLAN 2

- PURPOSE:** Develop an understanding of the classification of marine plants and animals.
- MATERIALS:** Bendable wire, string, pictures of marine plants and animals (magazines, calendars), scissors, glue, art supplies, construction paper.
- PROCEDURES:** Have the children construct mobiles using pasted pictures, drawings, or cutouts of marine plants and animals to illustrate different themes in marine classification.
Choose a theme such as: families of fish, orders of marine mammals, members of a class such as Chondrichthyes (sharks and rays), members of phyla such as the ones that contain sponges, corals, jellyfish, seastars, marine birds, etc.
- CONCLUSIONS:** What theme did you select and why?
How does your mobile illustrate the theme you chose?
What kind of animals belong to the classification you chose? How are the animals different from each other?



SCIENCE LESSON PLAN 3

PURPOSE: To develop a dynamic understanding of marine food webs.

MATERIALS: Spacious environment.

PROCEDURES: Have the children describe a marine food chain and select a different sound for each plant and animal. As a group practice the sounds and the names of the plants or animals. Assign the children their own specific plant or animal (more than one child can have the same plant or animal). Have the children spread out, close their eyes and make their sounds while listening for the sounds of others. Very slowly the children should start to take little steps and search for their own kind and the kind of food they eat. When they find either one they should hold hands and keep looking. After a period of time the teacher calls out "Stop searching," and the children open their eyes and see the results.

CONCLUSIONS: Was it hard to find your own kind? What functions do the sounds have? Were you captured by your predator? How could you avoid being captured?

RESOURCES: Recordings of sounds in the sea.

