

See Science Everywhere (Lesson 1)

The aim of this class is to introduce students to a cast of scientists and inventors who have changed the way we see our world. Students will be investigating a range of topics that explore different fields of science. These lessons are created to inspire young minds through storytelling, discussion, and hands-on activities.



Focus for Week 1: Oceanography

1. **Warm-up:** Begin by asking your student what they know about the ocean. How many oceans are there? What kinds of creatures are found in the ocean? Possibly look at websites or look at pictures of the ocean from your home library. (Below is a list of websites for kids about the ocean.)

- <https://kids.nationalgeographic.com/explore/nature/habitats/ocean/>
- <https://kids.kiddle.co/Ocean>

2. **Pre-reading:** Introduce the list of terms below. Possibly write them on a whiteboard so that your students can become familiar with them. It's helpful to introduce students to vocabulary they may not be familiar with before reading.

- Organism
- Oxygen
- Carbon Dioxide
- Biologist
- Botanist
- Submersible
- Bathysphere
- Bioluminescence

- Oceanographer

3. Read the story found in the slideshow below.

[Life in the Ocean: The Story of Oceanographer, Sylvia Earle](#)

4. After reading the book, discuss some of the things that your student noticed in the story. Was there a specific part of the book that they enjoyed best? What were their thoughts about Sylvia Earle? Was she an inspiring figure?
5. Refer to page 17 (in the slideshow). These pages give a more detailed background to Sylvia Earle's life. Feel free to share highlights from these pages that your student may find interesting. Also, read the names of the different creatures found on these pages, and possibly look them up on the internet to see them in real-world photographs. This part of the lesson may help inspire your student for the two activities listed below.
6. **Activity:** Ask your student to imagine that they are going to have the opportunity to join Sylvia as an assistant oceanographer. They are going to travel to an ocean and explore the watery depths of a spot of their choice. Have them draw and color a picture of what this journey looks like? Which ocean will they visit? What will they see there? What kind of equipment will they bring with them? They can make this as simple or as detailed as they'd like.
7. **Extension Activity:** Have students create an imaginary creature that is well adapted to live in an ocean environment. Have them decide on a particular habitat (for example, tide pool, deep trench, or sandy beach) by describing the species' ability to adapt to the conditions of the environment. What does this creature eat? How does it move in the water? Can it breathe out of the water?

Have your student draw or paint a picture of their imaginary creature and write a few sentences about it. Be sure to have them give it a unique name!