

## I'm a Sea Animal, So Are You

### Objectives:

1. To recognize at least three marine animals from the touch tanks or aquarium by using templates to create an ocean bulletin board
2. To role play the movements of three marine animals

**Learning Skills:** motor and cognition development, physical education,.

### Background:

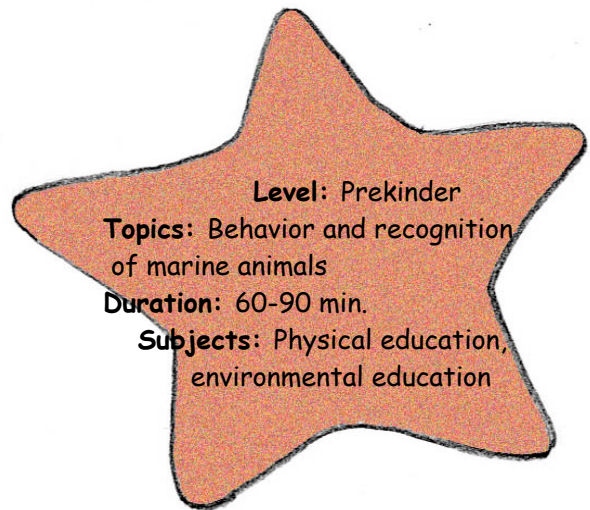
Here are a few role playing suggestions (of course it all depends on the availability of our animals and other animals may be substituted). Sea turtle: hands and arms become flippers, feet become flippers, mouths become beaks, clothes become hard carapace (shell); actions include swimming, lifting head out of water to breathe, using flippers to help crawl up a sandy beach to lay eggs. Starfish: use arms, legs and head as appendages, clothes become hard outer surface, mouth on stomach side; actions include the ability of the starfish to move very slowly, can imitate how a starfish turns itself over when upsidedown. Catfish: hands and arms become fins, legs become tail, fingers become whiskers, body shape is fusiform; actions include swimming, finding food with whiskers.

**Vocabulary:** seastar, catfish, seaturtle, flippers, shell, fins, and any other animals described.

**Materials:** sea turtle area, aquarium area, bulletin board, blue construction paper, sea animal templates, tape. The bulletin board will be used to tie in sea animals learned by students

### Methodology:

1. Short introduction to Culebra. "Hi kids! Do you know where we are? What lies in front of us? (See if kids can say "ocean.") Do you know what lives here? Do you want to go find out what's under the ocean? We are your sea friends and we would like to help you today. This is ... and I am ..."



2. The activity may occur both at the turtle tanks and aquariums depending on time.
3. Remember to select three sea friends to talk about. The depth of the material needs to be at the lowest level. If you visit the sea turtles, focus on their swimming and shape.
4. Once you get to the aquariums, introduce them to simple sea animals. For example, the starfish, catfish and sea anemone are easy to imitate.
5. If touch tanks are available for touching, let students touch some of the animals with one finger.
6. Now we are ready to play the first activity that will emphasize the behavior of swimming and shape of sea animal.
7. Before beginning the activity, review the animals (preferably not more than three) the students saw.
8. Have students sit in a circle. Tell them they are going to pretend to be sea animals. Have them select an animal or help them select an animal. Ask all the students "to jump into the ocean."
9. While they are acting out the animals, the docents may ask simple questions pertaining to the movement of the animals.
10. After a few minutes, say "freeze." All students need to stop moving and when they have, introduce the next animal and begin role-playing again.
11. Continue this with as many animals you feel students have learned.
12. When finished, do evaluation (bulletin board activity).
13. A lined bulletin board with a blue background representing the ocean will be used. Corals will overlay the blue background for the bulletin board activity.
14. Utilizing premade templates (i.e.: sea turtle, starfish, sea anemone, catfish, snail, etc.). Students will select sea animals from touch tanks and aquariums and have them find corresponding template. Docents will assist the student to tape the sea animal to the bulletin board. Ask the group the name of the animal and have them role play its movement and shape.

**Extensions in classroom:** Give each student a handout of a starfish and fish to color in their classroom.

**Evaluation:** Bulletin board activity.

**References:**

Adapted from SeaWorld Activity