

# DOLPHIN RESEARCH CENTER

## Helping Hand

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**Grade Level:** K-2<sup>nd</sup>/3<sup>rd</sup>-5<sup>th</sup>

**Objectives:** In a creative way, students will understand some of the threats facing dolphins & other marine mammals and will be able to identify ways they can help protect marine life.

### **Florida Sunshine State Standards:**

#### **Social Studies**

(K-2) SS.B.2.1.4 The student knows the role that resources play in our lives.

(3-5) SS.B.2.2.4: The student understands how factors such as population growth, human migration, improved methods of transportation and communication, and economic development affect the use and conservation of natural resources.

#### **Art**

(K-2) VA.A.1.1.2 The student uses art materials to develop basic processes and motor skills in a safe and responsible manner.

(3-5) VA.A.1.2.1: (3-5) The student uses and organizes two-dimensional and three-dimensional media, techniques, tools, and processes to produce works of art that are derived from personal experience, observation, or imagination.

#### **Science**

(K-2) SC.D.2.1.1 The student understands that people influence the quality of life of those around them.

(3-5) SC.D. 2.2.1 The student knows that reusing, recycling, and reducing the use of natural resources improve and protect the quality of life.

### **National Science Education Standards:**

**Content Standard F (K-4) - Changes in Environments;** Changes in environments can be natural or influenced by humans. Some changes are good, some are bad, and some are neither good nor bad. Pollution is a change in the environment that can influence the health, survival, or activities of organisms, including humans.

**Content Standard F (5-8) - Natural hazards:** Human activities also can induce hazards through resource acquisition, urban growth, land-use decisions, and waste disposal. Such activities can accelerate many natural changes.

**Background:** Read **Threats to Dolphins** information file. We can all take steps in our daily lives to help protect our planet and conserve our natural resources. The average American family produces 100 pounds of trash every week and an estimated 14 billion pounds of trash are dumped in to the sea every year.



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## Materials:

- Pencils
- Crayons/markers
- Copies of Helping Hand handout
- The book, ***Where does Pollution Come From?*** By C. Vance Cast, Sue Wilkinson

**Teacher Prep Notes:** Rent the book listed above to read aloud to your class to introduce or reinforce the concept of pollution. Write some of the key words on the board to discuss with students.

## Procedure:

1. Read book aloud to students and discuss what types of pollution they have seen or encountered.
2. Discuss how the garbage that humans create every day is the largest threat facing marine mammals. Introduce some of the threats facing marine mammals that come from pollution, such as marine debris and fishing line, and how some of our trash looks like food to animals like sea turtles and even dolphins. For example, plastic bags might look like jelly fish.
3. Discuss ways to help: introduce the three R's (see keywords).
4. Once students have identified at least three ways to help, pass out *Helping Hand handout* and have them trace their hand, using whichever one is easiest for them to trace.
5. Have students write at least three ways they can help the environment. They may draw their three things if they can explain what they are.
6. Using the crayons, markers, etc., have students illustrate their hands.

**Wrap Up:** Have students share their lists and illustrations with the class.

## Taking it Further:

- Conduct a beach clean-up with the students. If you don't live near a beach, clean up your school, classroom, etc! This is a great way to extend the lesson. The students can better understand the effect debris and man have on our environment.

