

DOLPHIN RESEARCH CENTER

Distance Learning: Lucky Louie's Story

Dive into the world of the ocean with Louie, a rescued bottlenose dolphin from the BP Oil spill.

Grade Levels: Grades 1-5

Program Description:

Students will participate in an interactive studio based program with Dolphin Research Center Staff to learn about the impacts of the BP Oil Spill on dolphins in the Gulf of Mexico. Students will get to hear the story of Louie, a dolphin that was rescued from the oil spill. At the end, students have the opportunity to ask a dolphin expert questions about dolphins while also learning how they can lessen their impact on the marine environment. All studio based programs include a live instructor interaction with video clips from all around our beautiful Florida Keys facility.

Concepts Addressed:

- Students will:
 - Discover the ecological impacts of oil spills
 - Discuss the magnitude of the BP oil spill and the story of Louie, a dolphin rescued from the BP Oil Spill
 - Learn what they can do to help protect dolphins

Program Format:

- The program begins with an overview of our facility and our dolphin and sea lion families.
- Brief overview of the BP Oil Spill
- Discussion of the impacts of the oil spill on animals like dolphins
- Hear the story of Louie, a dolphin rescued from the BP Oil Spill
- Explore ideas for ways in which they can help protect dolphins
- Ask a dolphin expert questions!

Program Logistics

Program Length: 30-45 minutes

Minimum # of participants: 1



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(305) 289-1121 www.dolphins.org

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Maximum # of participants: For groups over 100 please contact us

Program Cost: \$95.00 (CILC premium members: \$85)

- Discounts may be available for bulk programming

Program Fee Notes: Payment of associated fees must be received 72 hours before the program date. If payment is not received by this time the program is subject to cancellation.

Cancellation Policy: We will not charge for programs canceled due to nature i.e. snow days. The full fee will be charged to sites which cancel with less than 48 hours notice. Payment is due 72 hours before the program. If payment is not received by this time the program is subject to cancellation. Dolphin Research Center reserves the right to cancel programs at anytime. If Dolphin Research Center cancels a program than it will contact the requester to discuss rescheduling options. If a program does not occur because of an error in communication between the requester and Dolphin Research Center, requesters will still be charged the full price of the programs. Sites need to participate in a tech run with Dolphin Research Center staff members. This will be scheduled to occur prior to your program date. If the tech run does not occur the full fee will be charged to sites that cannot connect at program time.

Program Delivery Mode: ZOOM, CILC One-Click-Connect (for H323)

Recording of any type during a Dolphin Research Center distance learning program is prohibited.

Standards

Florida

Florida Next Generation Science Standards met or supported:

- **SC.1.L.17.1** Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.
- **SC.2.L.17.1** Compare and contrast the basic needs that all living things, including humans, have for survival.
- **SC.2.L.17.2** Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.
- **SC.4.E.6.3** Recognize that humans need resources found on Earth and that these are either renewable or nonrenewable.



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- **SC.4.L.17.4** Recognize ways plants and animals, including humans, can impact the environment.

Language Arts Florida Standards met or supported:

- **LAFS.1.SL.1.1** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions.
- **LAFS.2.SL.1.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by linking their comments to the remarks of others. C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **LAFS.3.SL.1.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 *topics and texts*, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. D. Explain their own ideas and understanding in light of the discussion.
- **LAFS.4.SL.1.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 *topics and texts*, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- **LAFS.5.SL.1.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. D. Review the key



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ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

National

Next Generation Science Standards met or supported:

- **4-ESS3-1** Earth and Human Activity Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

Common Core for English Language Arts met or supported:

- **CCSS.ELA-Literacy.SL.1.1** Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups. A. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion.
- **CCSS.ELA-Literacy.SL.2.1** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups. A. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by linking their comments to the remarks of others. C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **CCSS.ELA-Literacy.SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. D. Explain their own ideas and understanding in light of the discussion.
- **CCSS.ELA-Literacy.SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions



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to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

- **CCSS.ELA-Literacy.SL.5.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Ocean Literacy Principles

- **5A** Ocean life ranges in size from the smallest living things, microbes, to the largest animal on Earth, blue whales.
- **5D** Ocean biology provides many unique examples of life cycles, adaptations, and important relationships among organisms (symbiosis, predator-prey dynamics, and energy transfer) that do not occur on land.
- **6D** Humans affect the ocean in a variety of ways. Laws, regulations, and resource management affect what is taken out and put into the ocean. Human development and activity leads to pollution (point source, nonpoint source, and noise pollution), changes to ocean chemistry (ocean acidification), and physical modifications (changes to beaches, shores, and rivers). In addition, humans have removed most of the large vertebrates from the ocean.
- **6G** Everyone is responsible for caring for the ocean. The ocean sustains life on Earth and humans must live in ways that sustain the ocean. Individual and collective actions are needed to effectively manage ocean resources for all.

Recommended Materials and Preparation

