

Ocean Commotion Activity: Visual Presentations

This activity can be started before Ocean Commotion, continued during the fieldtrip to the Exhibit, and completed after OC. While written to incorporate computer technology, the lesson can be easily adapted to paper and pen.

Lesson Objective

Students will compose a series of slides based on the exhibits at OC. (The teacher may select one type of exhibit, such as those that concern ocean animals, technology used in ocean research, careers involving the ocean, etc. or let the students pick from among all the exhibits)

Grade Level

Grades 3-8

Materials per student

- computer/ Internet access
- any presentation software program such Microsoft Power Point, Hyper Studio or Kid Pix.
Paint programs can also be used.
- notebook and pencil

Procedure:

Before the fieldtrip to Ocean Commotion

1. Students will each pick an exhibitor (or the teacher will assign one). Students will locate all the information available on this exhibitor.
2. Students visit OC web site <http://lamer.lsu.edu>
3. Students will begin creating a visual slide that should include the following information:
 - Name of exhibit
 - A graphic representative of exhibit (a picture, symbol, logo)
 - Types of information related to exhibit
 - Possible careers related to exhibitor's field
 - Web site address, phone numbers, and/ or mailing address
 - A sentence describing what they liked best about this particular exhibit.

During fieldtrip to Ocean Commotion

1. As the students view exhibits, they will try to locate their assigned exhibit. At their specific exhibit the student can ask questions and gather material to use in their class presentation. If a camera is available (a digital camera works especially well here) the student can have his/her picture taken at the exhibit.
2. All students should take notes on at least 10 exhibits so they can contribute information to classmate's presentations. (See Excursion Log provided in this packet....)

After the fieldtrip to Ocean Commotion

1. Students will use information gathered at Ocean Commotion to add to their PowerPoint slide presentation. For instance, information on what materials were on display at Ocean Commotion, the names of the people manning the exhibit, etc. Students may need to use more than one slide to fit all the information and to properly present the exhibitor.
2. Slides can be printed and displayed on a classroom bulletin board. If you'd like, send a copy to Dr. Blanchard so she can forward it to the exhibitor!
3. Students can use their slides to assist in giving an oral report about their exhibit to the class. This will help students who are shy about standing in front of the class or who have difficulty staying focused during a presentation.

Sample Assessment

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Evaluation

Student Name: _____ Date _____

Partner (if any): _____

Name of exhibit at Ocean Commotion: _____

Assessment Item	Point Value	Assigned Value
Complete information as per teacher's directions <ul style="list-style-type: none"> • Name of exhibit • A graphic representative of exhibit (a picture, symbol, logo) • Types of information related to exhibit • Possible careers related to exhibitor's field • Web site address, phone numbers, and/ or mailing address • A sentence describing what they liked best about this particular exhibit. 	25 points	
PowerPoint slide(s): neat, correct spelling and grammar, graphics	15 points	
Creative or special additions to slides Sounds, new related web sites, comments of exhibitors	10 points	
Total Points	50 points	

Comments:

NOTES:

- Some or all slides could be printed and exchanged with other classes that participated in Ocean Commotion to compare information.
- If several grades from one school attended Ocean Commotion, students in the younger grades could work with a partner in an upper grade to do this activity, thereby sharing skills in science, language arts, and computers.

LA Science Frameworks

SE-E-A3 – identifying ways in which humans have altered their environment, both in positive and negative ways, either for themselves or for other living things.

SE-E-A4 – understanding that the original sources of all material goods are natural resources and that the conserving and recycling of natural resources is a form of stewardship.

SE-E-A5 – understanding that most plant and animal species are threatened or endangered today due to habitat loss or change.

SE-M-A1 – demonstrating knowledge that an ecosystem includes living and nonliving factors and that humans are an integral part of ecosystems

SE-M-A4 – understanding that human actions can create risks and consequences in the environment.

Ocean Commotion 2000: Becoming Stewards of Our Coast and Sea