



LESSON PLAN: Floating Bottled Jellyfish

Full Title: Sea Changes: ACT - Floating Bottled Jellyfish - Making a floating jellyfish of recycled plastic in recycled bottles

Grades: K - 4

Medium: Sculpture with recycled found objects

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Class time required: One hour

Sample sketches or products:



OVERVIEW: Are we creating Jellyfish Ocean Soup?

Jellyfish Soup - Holidaymakers were warned to be vigilant last summer as Britain's coastal seas could to be turned into 'jellyfish soup'.

Pollution, over-fishing and climate change are among the theories being used to explain the increase in the stinging creatures, the Marine Conservation Society (MCS) said. The warning comes after the temporary

For more information: www.DNAofCreativity.org

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closure of the Torness nuclear power station in Scotland last month when swarms of moon jellyfish blocked its water intake cooling systems.

– Daily Mail Reporter UK

By encouraging students to create their own jellyfish in a controlled environment we will be teaching them about the necessity of controlling all the elements that contribute to the explosion of the jellyfish population.

OBJECTIVES: to teach about Ocean Conservation through a combination of traditional art making and science based information and technologies. 3 D art makes learning about ocean conservation and sustainability a richer and more sustained experience.

MATERIALS: Recycled plastic bags and clear water bottles, string, blue food coloring, water, scissors

TEACHER PREPARATION: research on Plastic Pollution, and over fishing vs sustainable fishing practices and what these mean and how the environment that man controls can have side affects on the creature of the sea.

PROCEDURE:

Cut off a square sheet of the clear plastic grocery bag. Less than half of the bag is all that you'll need to make your jellyfish.

Gather up the head of the jellyfish and loosely tie on the string around the base of the head, leaving an opening big enough to add water later.

Cut your tentacles, trimming down to about 10-15 strands of different lengths.

Fill the head of the jellyfish with water, leaving room for air and keeping in mind the final size needs to be able to fit through the mouth of your water bottle.

Gently nudge the jellyfish into the water bottle, and add food color plus more water to fill the bottle.

Close the lid tight and play with your jellyfish by turning the bottle up and down.

TEACHER TIPS: Music with whales, dolphins, plankton, etc sounds will be playing in the room to encourage discussion and curiosity. Check www.seachanges.org and Sea Changes: Act Team Facebook for examples and posing of your students work!

CA CONTENT STANDARDS:

- 1.0 Describe and replicate repeated patterns in nature, in the environment, and in works of art.
- 1.2 Distinguish among various media when looking at works of art (e. g., clay, paints, drawing materials).
- 2.0 2.1 Use texture in two-dimensional and three-dimensional works of art.
- 3.0 2.3 Demonstrate beginning skill in the manipulation and use of sculptural materials (clay, paper, and paper maché) to create form and texture in works of art.

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4.0 2.5 Create a representational sculpture based on people, animals, or buildings.

Life Sciences

- 1.0 2. Plants and animals meet their needs in different ways. As a basis for understanding this concept:
- Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.
 - Students know both plants and animals need water, animals need food, and plants need light.
 - Students know animals eat plants or other animals for food and may also use plants or even other animals for shelter and nest

Investigation and Experimentation

4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept. Students should develop their own questions and perform investigations.

BIBLIOGRAPHY/WEBOGRAPHY:

<http://centerforoceansolutions.org/climate/impacts/>

<http://www.takepart.com/oceans/action>

<http://www.takepart.com/sites/default/files/HotOrNot.pdf>

https://marinelife.noaa.gov/media_lib/preview.aspx?ID=3908&p=img

<http://www.oceanconservancy.org/keep-the-coast-clear/>

<http://www.surfrider.org/programs/entry/rise-above-plastics>

http://www.montereybayaquarium.org/cr/cr_seafoodwatch/sfw_consumers.aspx

<http://www.surfrider.org/programs/entry/ocean-friendly-gardens>

http://www.blueoceansociety.org/Research/pet_project.html

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