



# Ocean Leader Bridge Program



# Day 1

Pathway of an Ocean Leader

# SCIENCE LEADER DEFINITION

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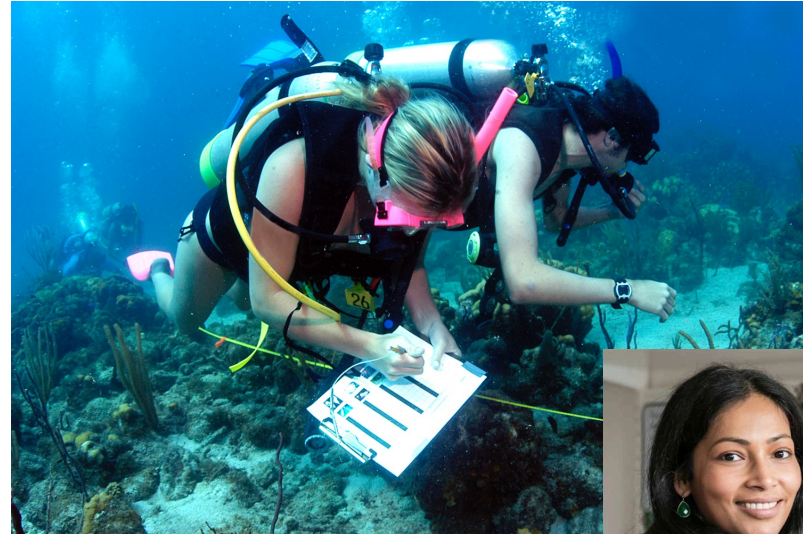
## Science Leaders:

- Are people of any age who use science to make a difference.
- Develop ideas to help solve problems facing our planet, improve human lives, and make our world a better place.
- Study science or have careers in science and science-related fields.



# SCIENCE AND SCIENCE-RELATED CAREERS

- Biologist
- Physicist
- Chemist
- Environmental scientist
- Computer programmer
- Software engineer
- Psychologist
- Economist
- Sociologist



# SCIENCE AND SCIENCE-RELATED CAREERS



- Doctor
- Nurse
- Physical therapist
- Teacher in science
- Engineer
- Pharmacist
- Architect
- Veterinarian
- And many, many, more!



# DAY 1 – OCEAN DISCOVERY LEADERSHIP CHALLENGE

## SEED TO TREE



# DAY 1 – OCEAN DISCOVERY LEADERSHIP CHALLENGE

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**OCEAN  
DISCOVERY  
INSTITUTE**  
*young lives transformed through science*

# DAY 1 – OCEAN DISCOVERY LEADERSHIP CHALLENGE

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## Expectations:

- We will be given a clue card that will lead us to a place located in the canyon.
- Once we have found the place, there will be a card describing a challenge we need to complete.
- When we have completed the challenge, we can use another clue card from our supply backpack to find our next challenge location.
- If we complete all the challenges, we will each receive a prize!
- We will split into 3 different groups. Each group will have an instructor/mentor.



# WHAT IS A MENTOR?

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BRAINSTORM

# MENTORS

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What is a Mentor?

Amazing people who volunteer their time because they BELIEVE in you and your ability to become a future science leader!

Mentors can be older Ocean Leaders, Ocean Discovery staff, or scientists who offer advice, share their experiences, and help you understand things that are confusing to you.



# HOW TO UTILIZE MENTORS

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How do I utilize Mentors?? *Easy! Ask questions!*

## Scientist Mentors:

- How did you get to where you are today?
- What do you like about your job?
- What was a challenge you faced on your pathway to becoming a science leader?

## Alumni Mentors:

- What is your favorite part about being an Ocean Leader?
- Which program was your favorite? Why?
- What is Intro to Research like?

# OL BRIDGE MENTORS

Ask them when you don't understand the material!

Ask them questions during Office Hours.

Remember they are only here for three days so take advantage of the time! 😊





# MENTOR-MENTEE RELATIONSHIPS

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## Boundaries:

- You should feel comfortable around any mentor.
- Mentor-mentee relationships should not cross sexual or romantic boundaries.
- Mentors should not touch you in any way that makes you feel uncomfortable.
- Report any issues you have to an adult



# EQUITY AND INCLUSION

- Mentors and mentees come in all shapes and sizes.
- Seek out opportunities to interact with others from different backgrounds – that is how you learn new things.
- Treat everyone—regardless of race, sex, or status—with respect, consideration, and politeness.



# LIVING LAB SCAVENGER HUNT

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## Expectations:

- We will break into teams.
- Each team will be given a Living Lab Scavenger Hunt Card and a sharpie.
- Complete as many tasks as possible in whatever order you choose.
- Everything you need to complete your tasks can be found inside of the Living Lab.
- Make sure you are walking from place to place.
- When you finish all your tasks return here.

# GROWTH MINDSET DEFINITION

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**Growth Mindset** means you believe your intelligence, abilities, and skills can be developed over time through dedication and hard work.



# GROWTH MINDSET

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Science research tells us that people with a growth mindset:

- learn more things – better and faster
- take on more challenge and persist through more challenges
- see failures as an opportunity to learn and try something new

# GROWTH MINDSET ARTICLE

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**Read:** Growth Mindset Article.

## **Pair-Share:**

- What was something you found interesting in the article?
- Do you think a growth mindset would be an asset in life? Why or why not?
- Do you think you have a fixed or growth mindset? Why?

# FIXED VS. GROWTH MINDSET

## GROWTH MINDSET

Is Freedom

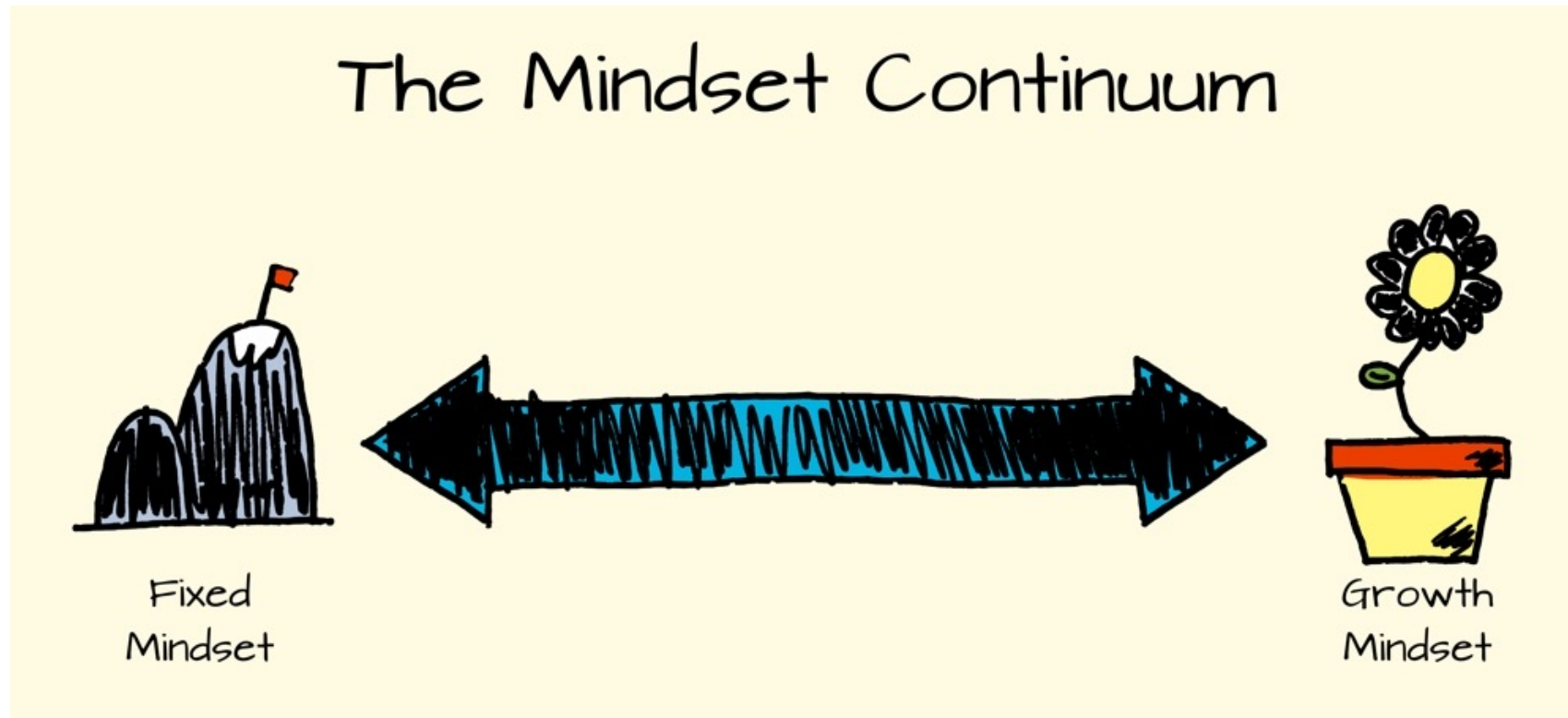
Persevere in the face of failures  
Effort is required to build new skills  
Find inspiration in others success  
Embrace challenges  
Accept criticism  
Desire to learn  
Build abilities

## FIXED MINDSET

Is Limiting

Avoid challenges Give up easily  
Threatened by others success  
Desire to look smart  
Effort is fruitless  
Ignore feedback  
Fixed abilities

# GROWTH MINDSET CONTINUUM



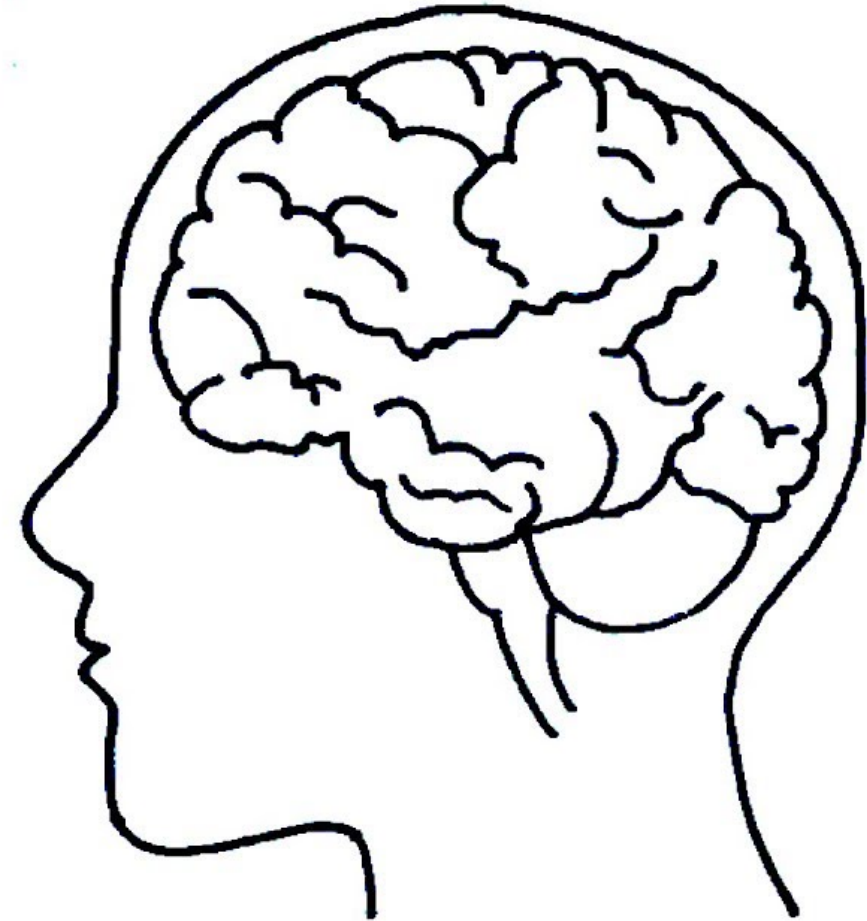
Where you think you fall on the growth mindset continuum when it comes to learning science?



# SCIENCE BEHIND GROWTH MINDSET

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Scientists have proven that your brain can change - it can grow over time!

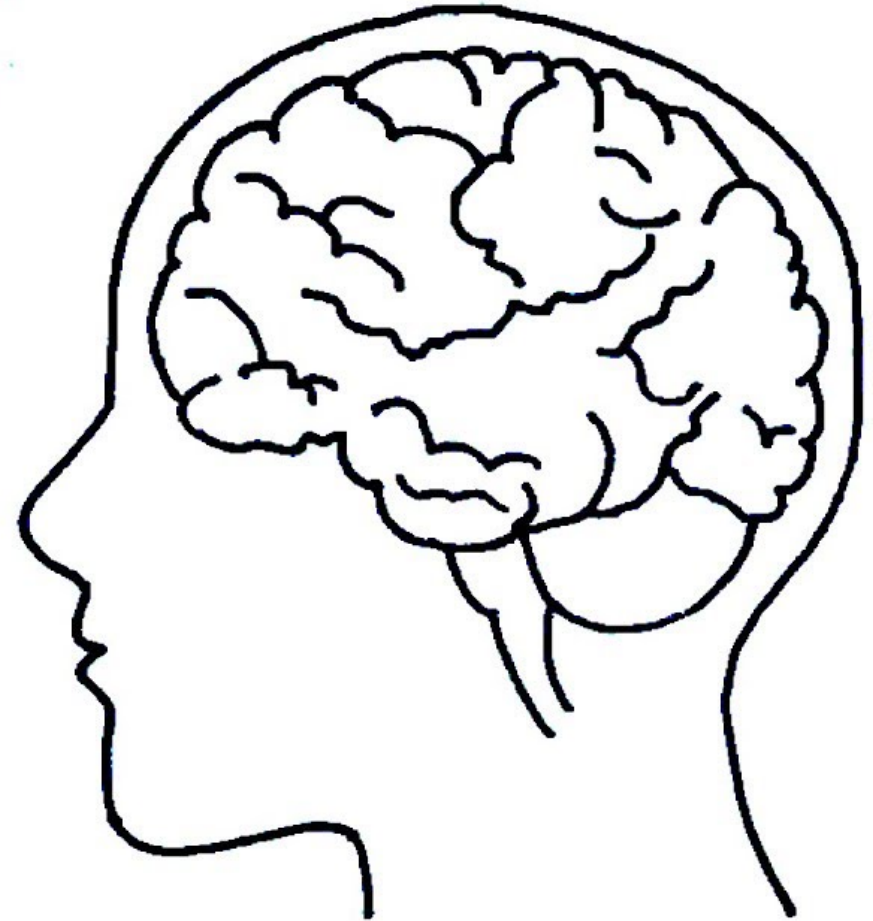


# SCIENCE BEHIND GROWTH MINDSET

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People with a growth mindset believe they can create more neural pathways and learn more by challenging themselves and working hard when things are difficult.

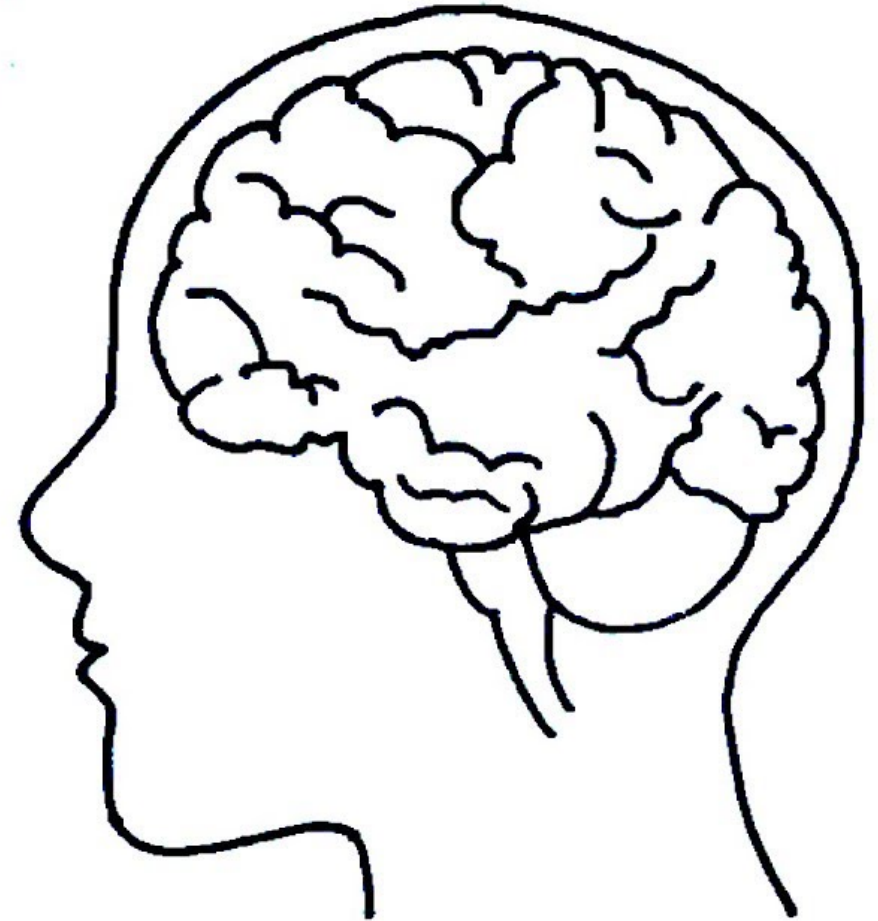
**And they are right!**



# SCIENCE BEHIND GROWTH MINDSET

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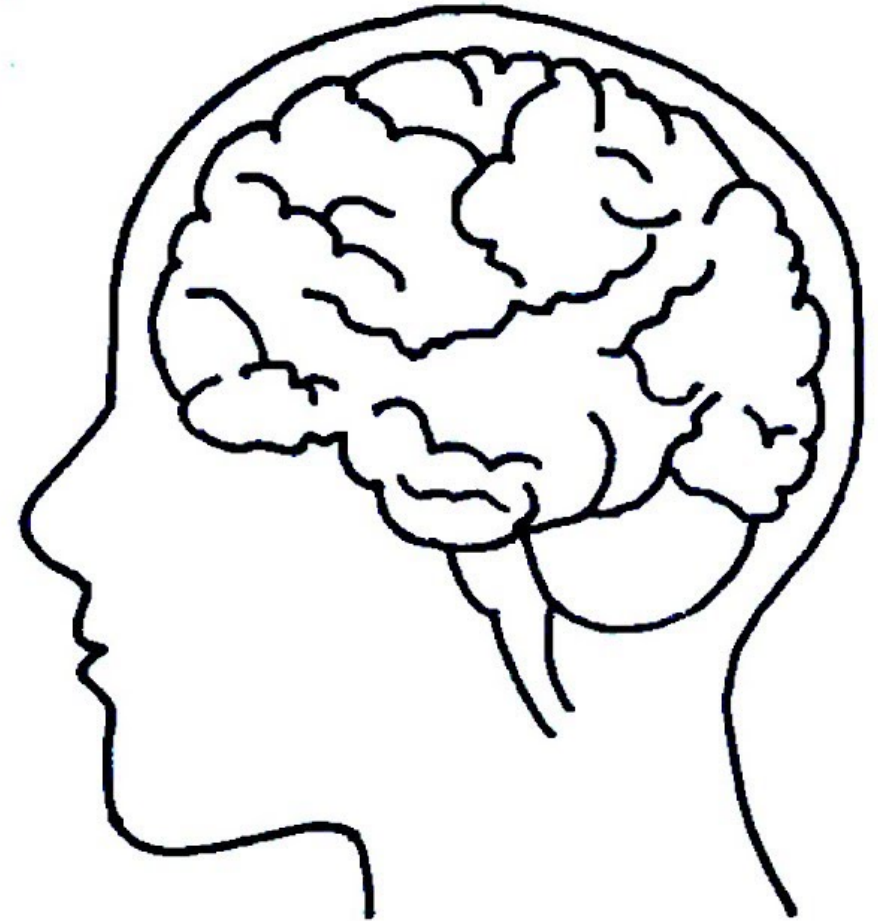
Anyone can develop a growth mindset even if you've had a fixed one in the past.



# SCIENCE BEHIND GROWTH MINDSET

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Having a growth mindset applies to all aspects of our lives, not just school.



# GROWTH MINDSET TOOLS

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We will teach you tools to support:

- Learning (*Know it! Own it!*)
- Mental Health (*Full Hearts! Powerful Minds!*)
- Physical Health (*Healthy Bodies! Higher Goals!*)





# SELF REFLECTION

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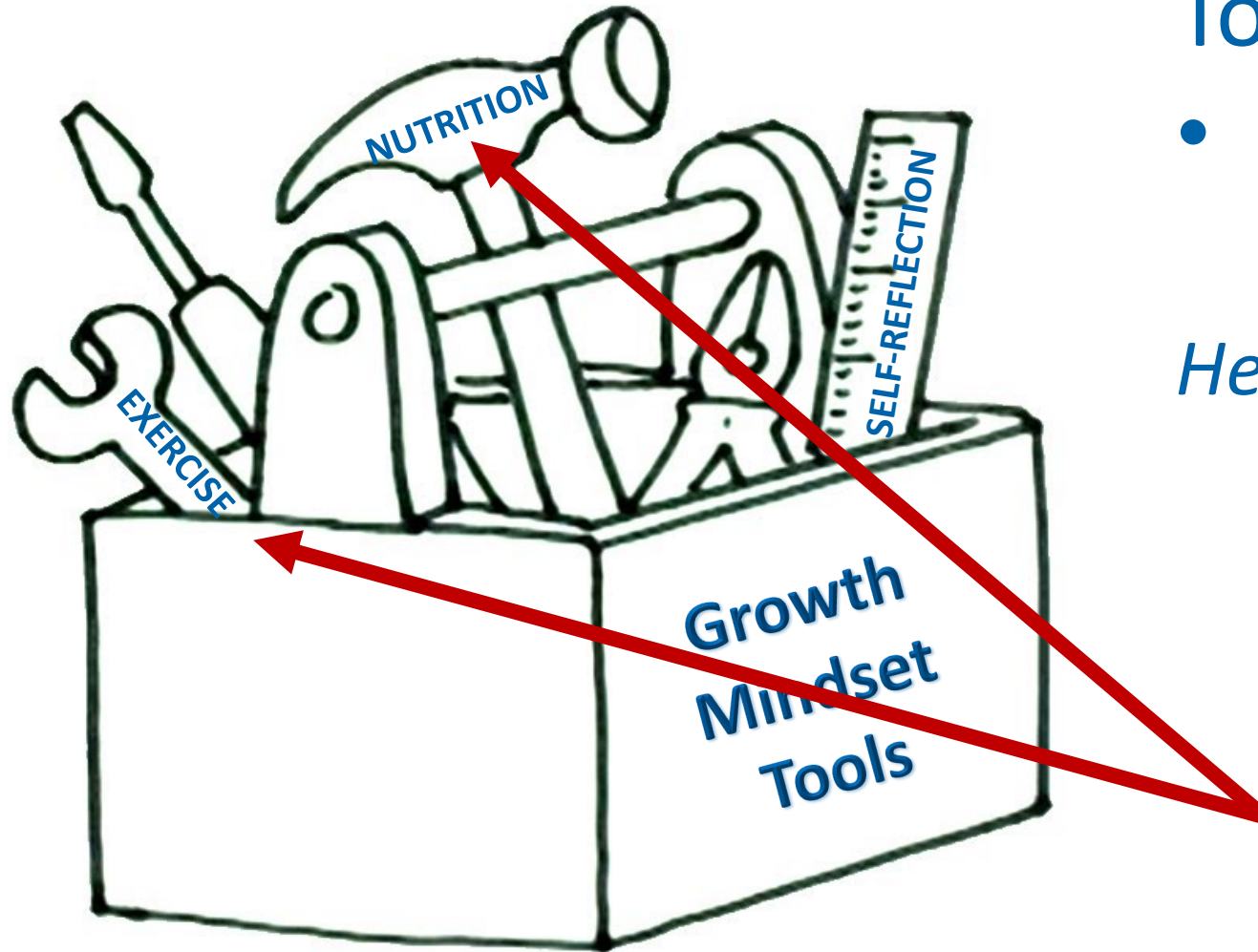
Tools to support:

- Mental Health

*Full Hearts! Powerful Minds!*

Self-Reflection is a tool.

# HEALTHY BODIES



Tools to support:

- Physical Health

*Healthy Bodies! Higher Goals!*

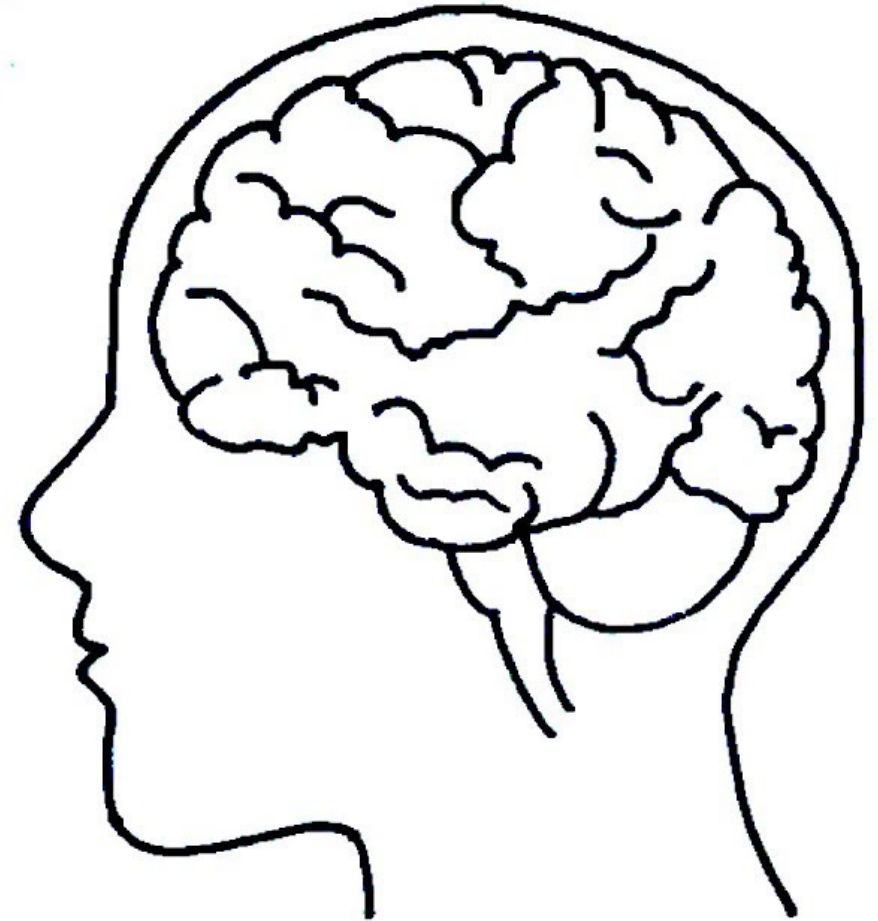
Exercise and  
Nutrition are tools.

# HEALTHY BODIES

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Science tells us having a healthy body:

- Can prevent disease
- Save money on health care
- Lead to a longer life
- Helps the environment
- Can lead to better mental health

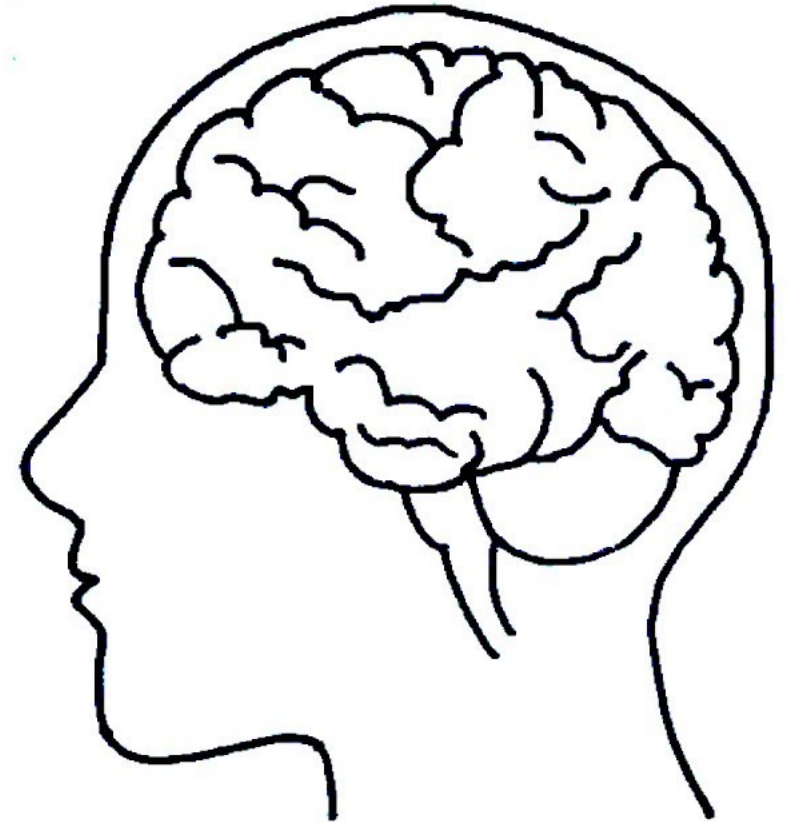


# EXERCISE

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Exercise can help:

- Strengthen muscles
- Create a positive body image
- Trigger the growth of brain cells
- Maintain a healthy weight
- Slow the aging process
- Create a sense of accomplishment

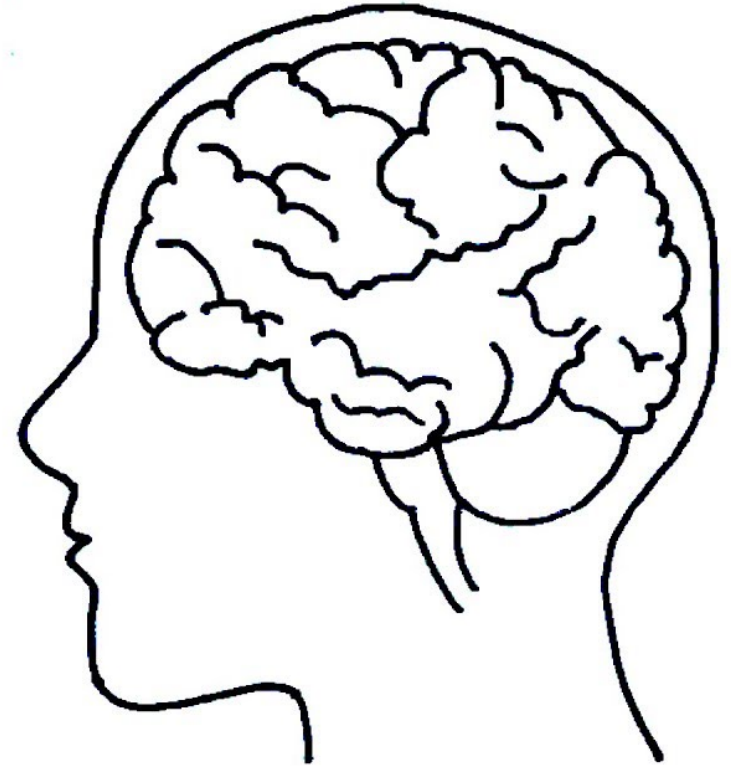


# NUTRITION

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People with healthy eating patterns:

- Reduce the risk of serious health problems
- Think more clearly
- Improve their ability to fight off sickness
- Increase their energy levels
- Improve their ability to recover from an injury





# REMINDERS

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- Don't forget to bring your backpack and wear your polo!
- Tomorrow for the field you must have the following:
  - Backpack
  - Hats
  - Sleeves
  - Water bottle
  - Sunglasses
  - Closed-toed shoes

# SERVANT LEADERSHIP

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  - Sweep floor.
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- Pick up any remaining trash/paper on the floor and throw away/recycle.



Day 2

Team Building

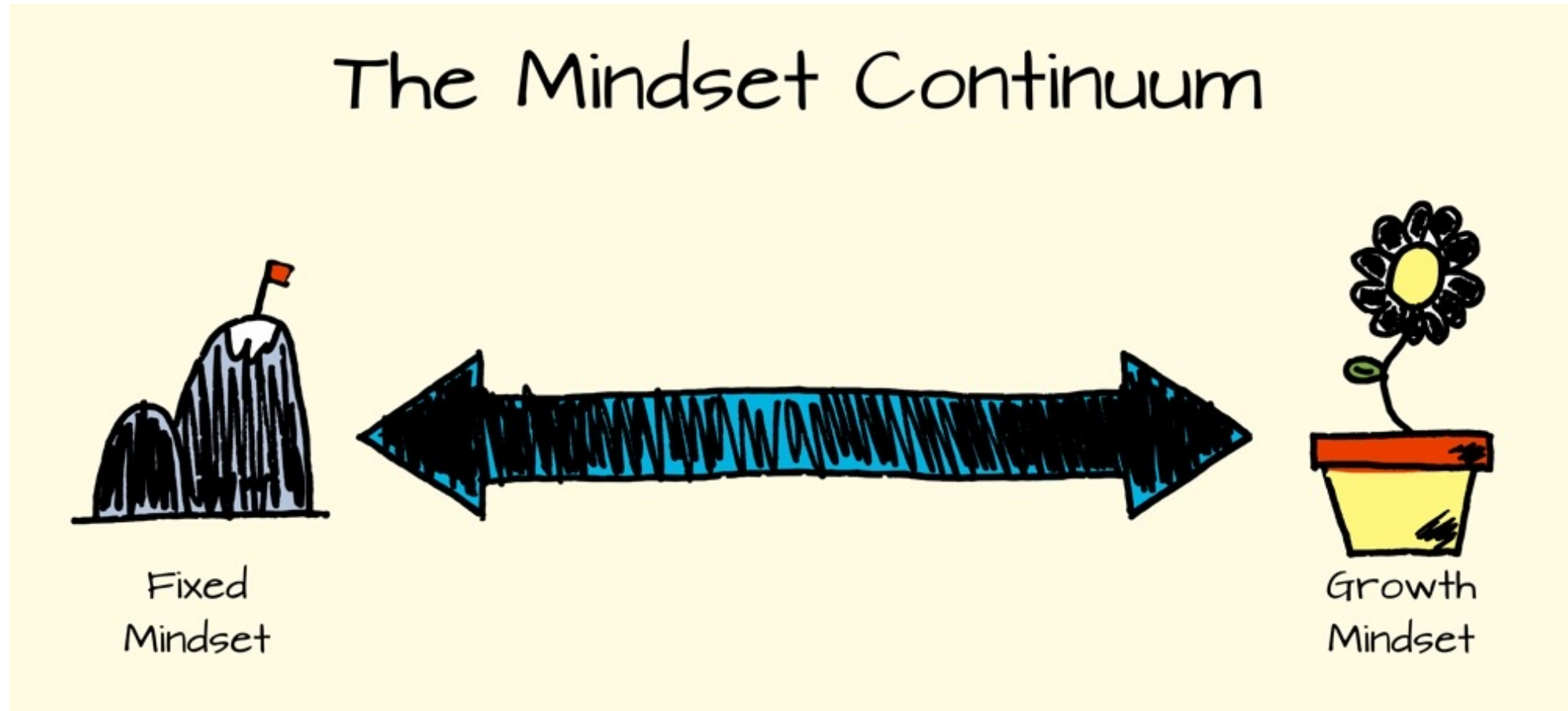
# GROWTH MINDSET DEFINITION

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# GROWTH MINDSET CONTINUUM





# MINDSET OF CHAMPIONS



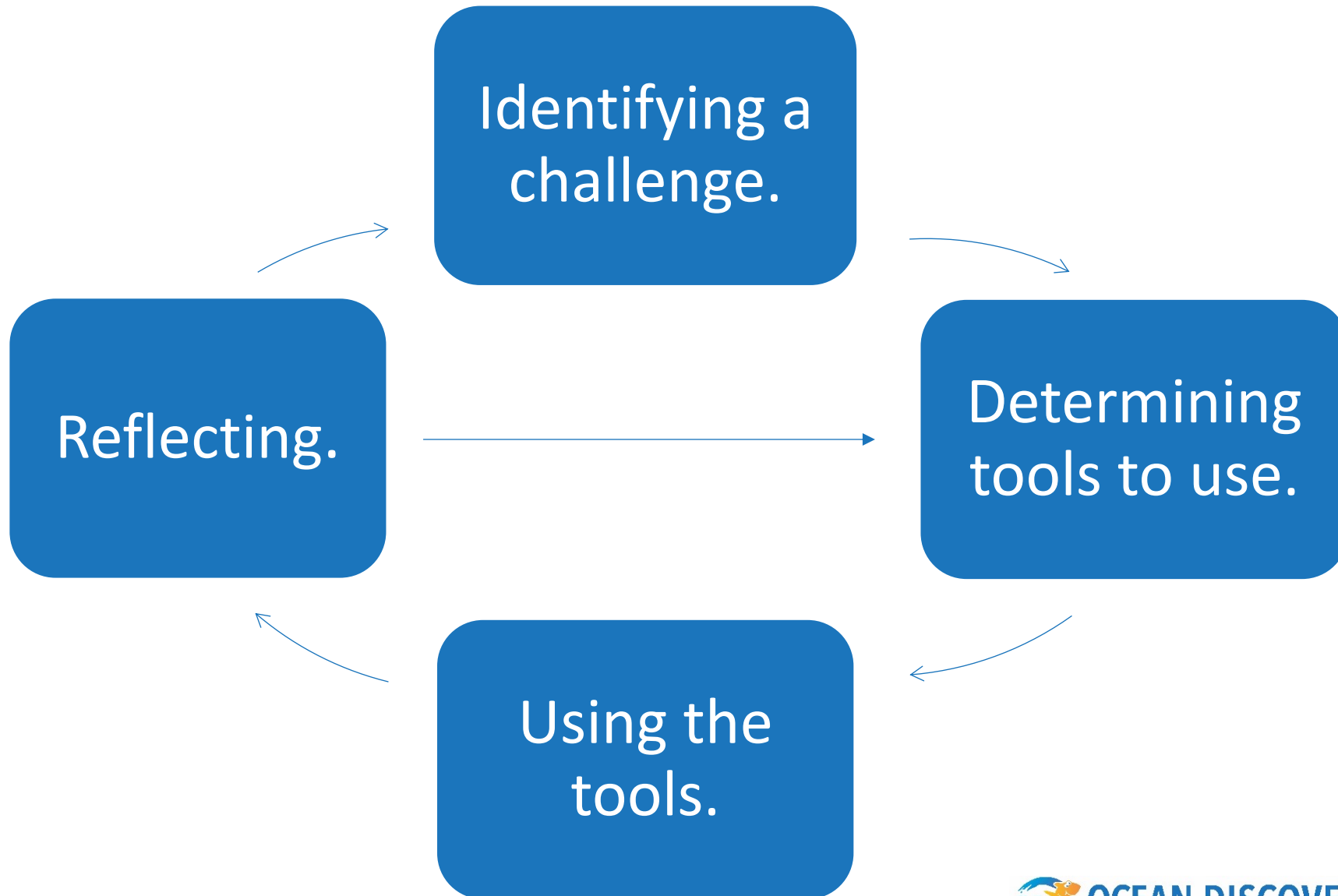
# DEBRIEF

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What do these athletes believe is important about being successful?

# GROWTH MINDSET PRACTICE

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# MINDSET STATEMENTS

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1. I'm not good at science.
2. I don't have good ideas.
3. I've been bad at soccer my whole life.
4. I'm not smart enough to do that.
5. I'm going to fail that test.
6. I'm not very strong.
7. I'm a terrible cook.

# REMINDERS

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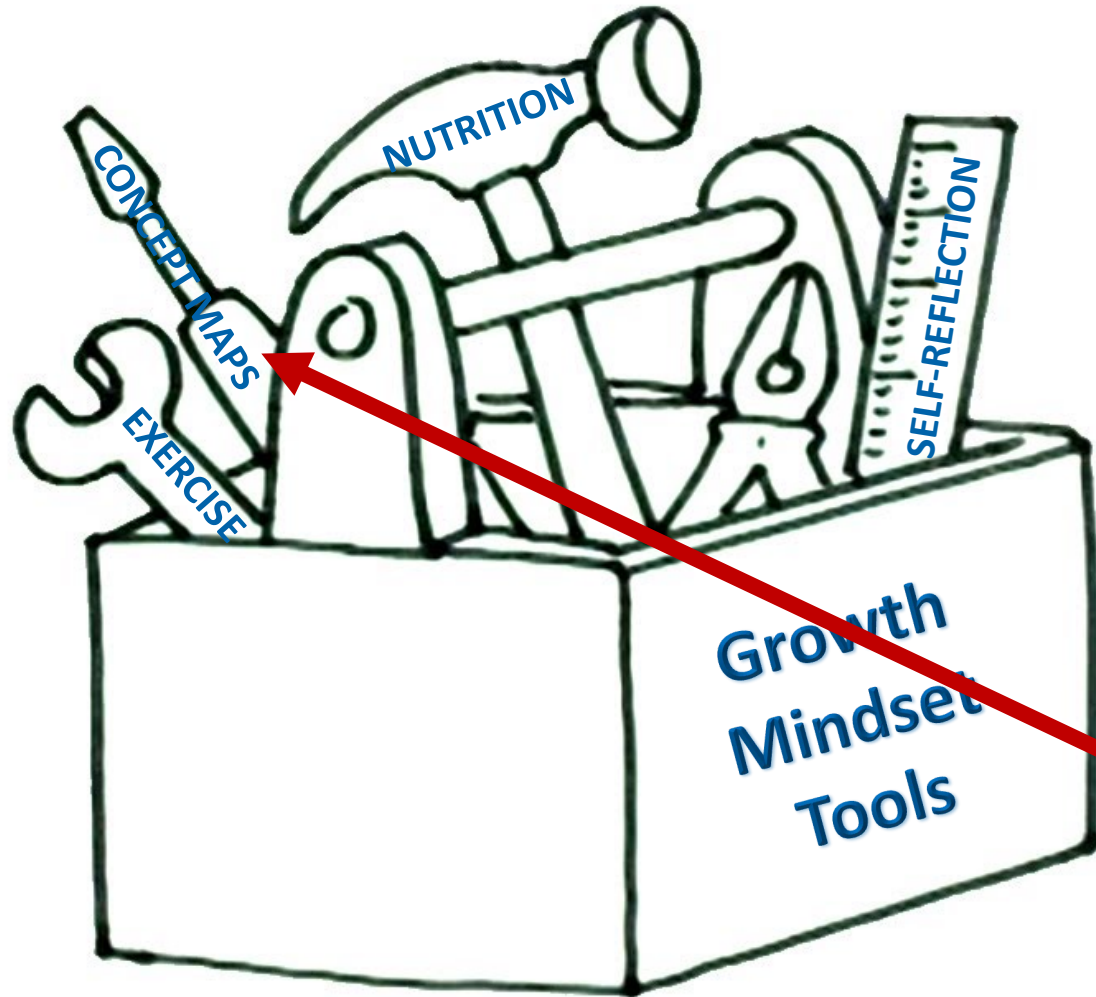


# Day 3

Explore & Wonder - Invertebrates

# PROCESS REFLECTION

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Tools to support:

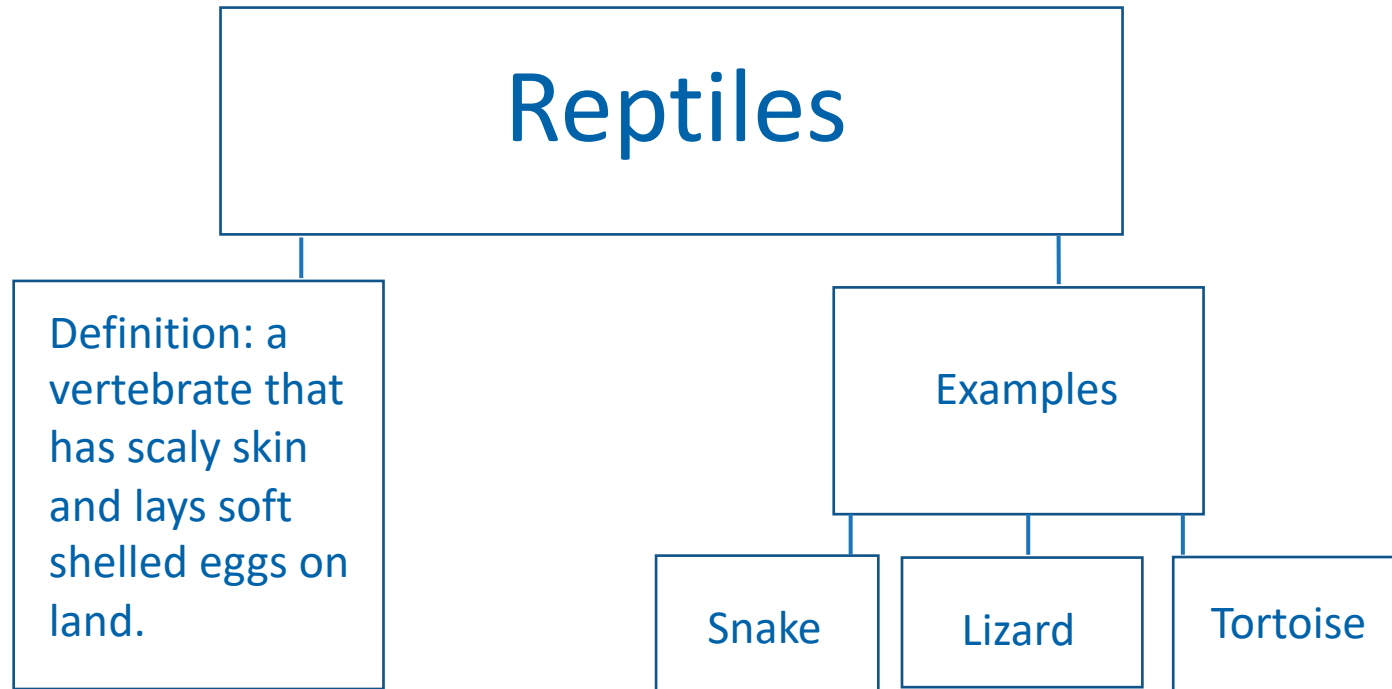
- Learning

*Know it! Own it!*

Concept Maps are a tool.

# CONCEPT MAPS

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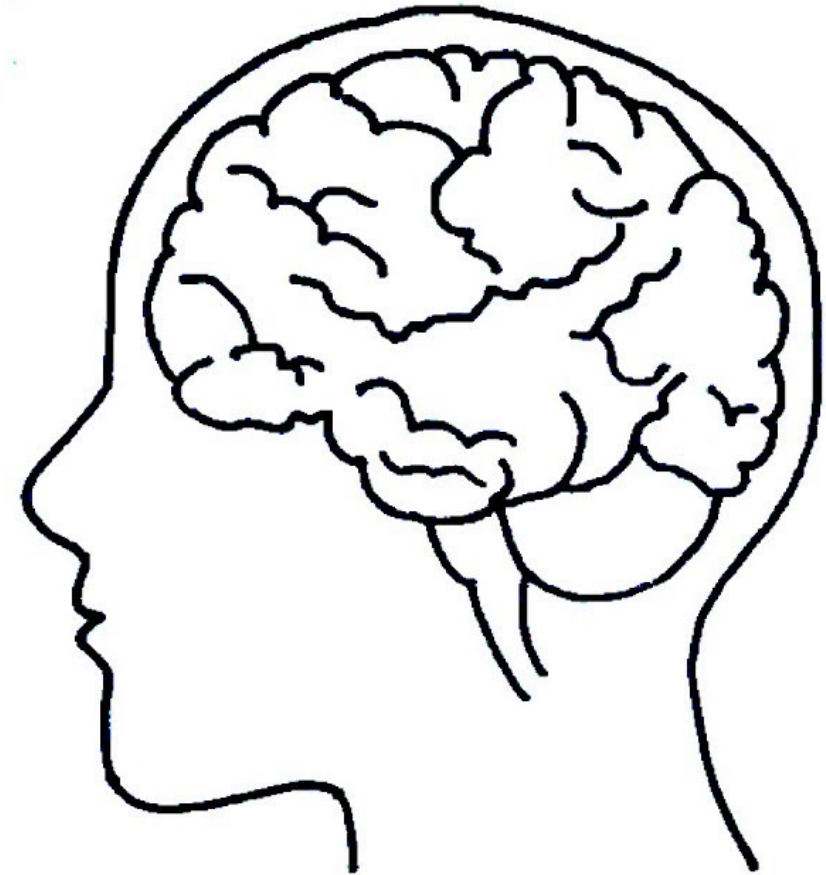


Concept maps help us identify relationships between ideas and link them together.

# SCIENCE OF CONCEPT MAPS

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Science tells us that understanding these relationships and making a visual representation of those connections helps us understand things at a much deeper level and make it easier to remember later.



# CONCEPT MAPS AND YOU

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Concept maps should make sense to you!

- There isn't a right or wrong way to create concept map.
- Everyone's will look a little different.
- Lines between bubbles means ideas are connected.



# CONCEPT MAP MODEL

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# REMINDERS

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- Don't forget to bring your backpack and wear your polo!

# SERVANT LEADERSHIP

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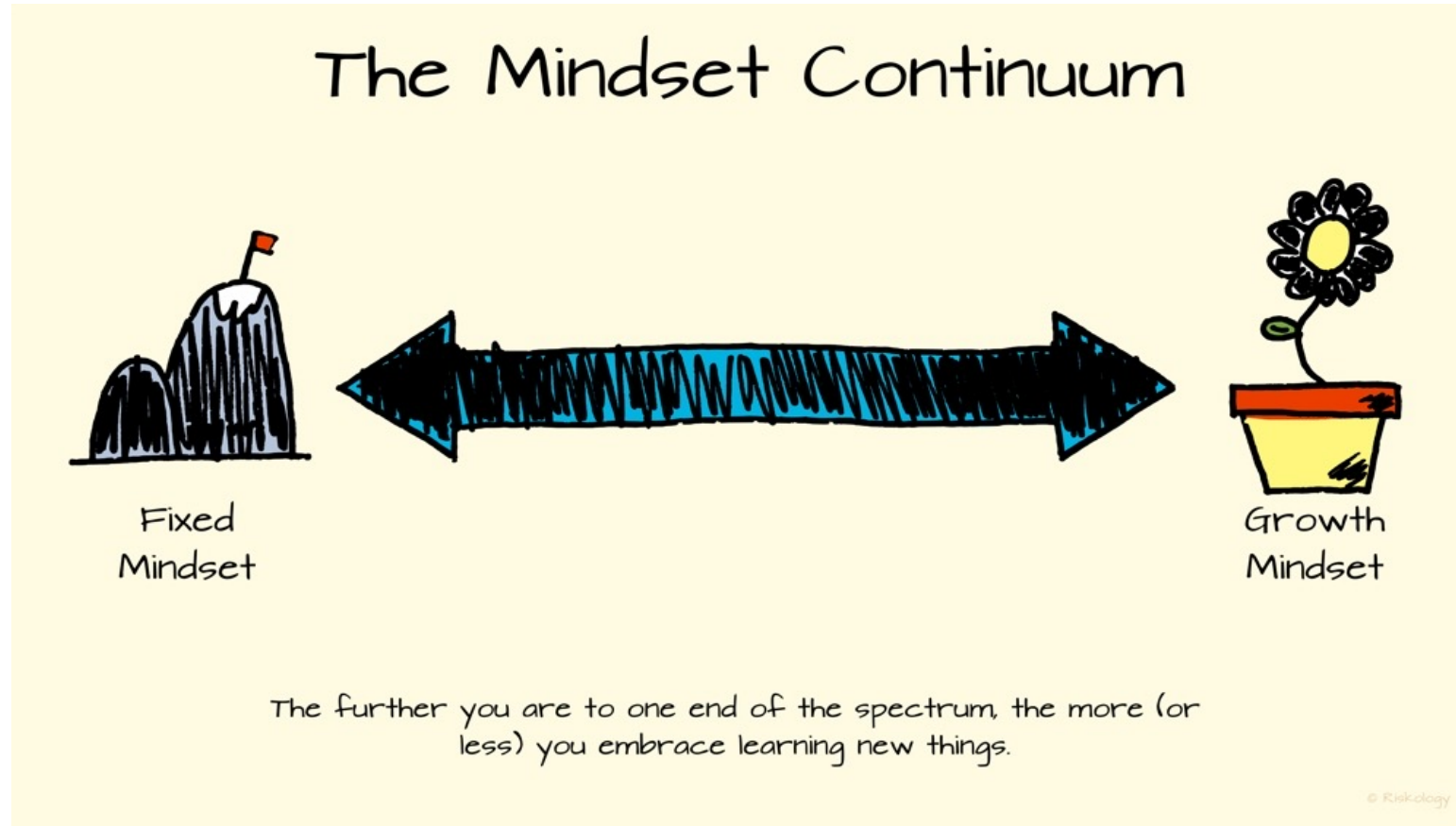
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Day 4

Investigate - Invertebrates

# ROCKY SEASHORE VIDEO



# REVIEW INVESTIGATION



1. Study Living Invertebrates



2. Build Your Own Invertebrate From Clay



3. Place Your Clay Invertebrate on the Plexiglass



4. See if your Invertebrate Can Survive a “Wave”!



# SCIENCE NOTEBOOK

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## Investigate – Invertebrates page record:

- Low profile: Less surface area to be hit and knocked over by a wave.
  - Examples: chiton, limpet, etc.
- Large sticking area: large surface area to stick to rocks
  - Examples: giant keyhole limpet (large muscular foot), starfish (hundreds of tube feet), etc.
- Round body shape: water flows around the body of the animal rather than catching on corners and pushing it off of a rock.
  - Examples: chiton, anemone, etc.

# KNOW IT! OWN IT!



Tools to support:

- Learning

*Know it! Own it!*

Flash cards are a tool.

# FLASH CARDS

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## Memorization:

- One of the most basic ways to make knowledge your own is to memorize it.
- Memorizing knowledge allows us to recall it and apply it to future learning.

**Flashcards are a way to memorize knowledge.**

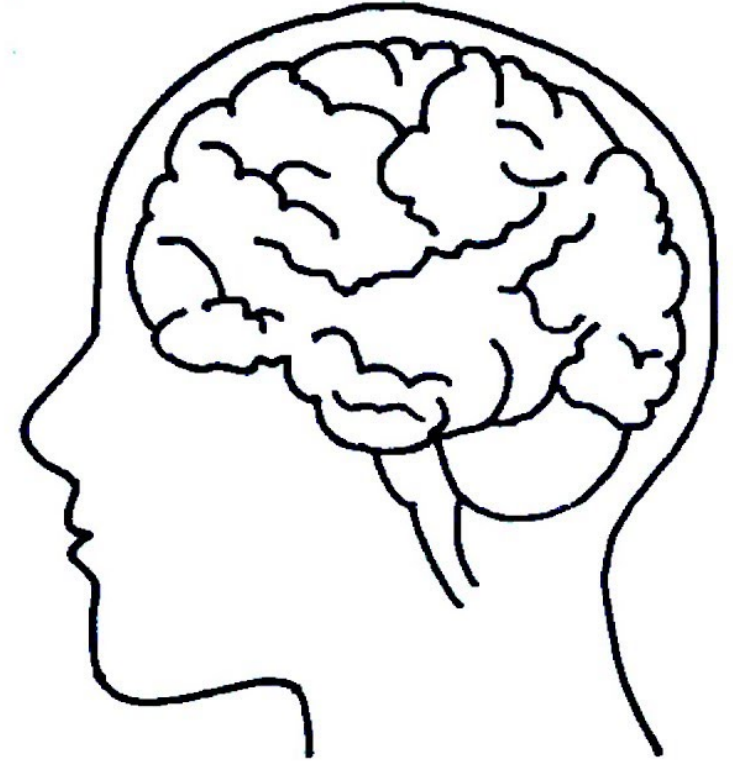
# SCIENCE OF FLASH CARDS

---

Science tells us flash cards are used to encourage active recall.

Using flash cards creates stronger neural connections in the brain.

Science has shown using flash cards to be an extremely effective way to improve memory.



# FLASH CARD EXAMPLES

## FLASH CARDS

## EXAMPLES

- Definition →

What is the definition of Biology?

The study of living things

- Short answer →

Who was the first person to walk on the moon?

Neil Armstrong

- Examples →

What are three examples of mammals?

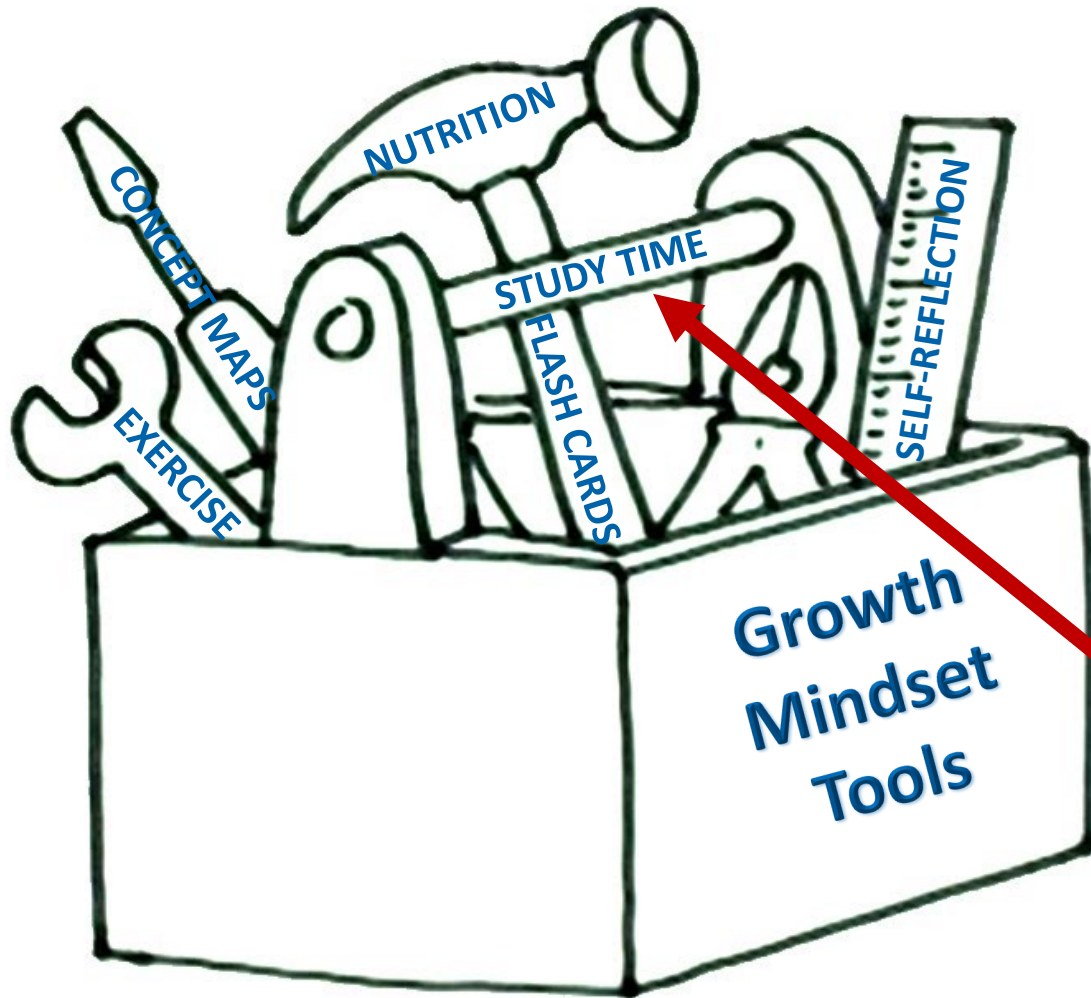
Fox  
Whale  
Human

# EXAMPLE FLASH CARD

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# KNOW IT! OWN IT!



Tools to support:

- Learning

*Know it! Own it!*

Time to Study is a tool.

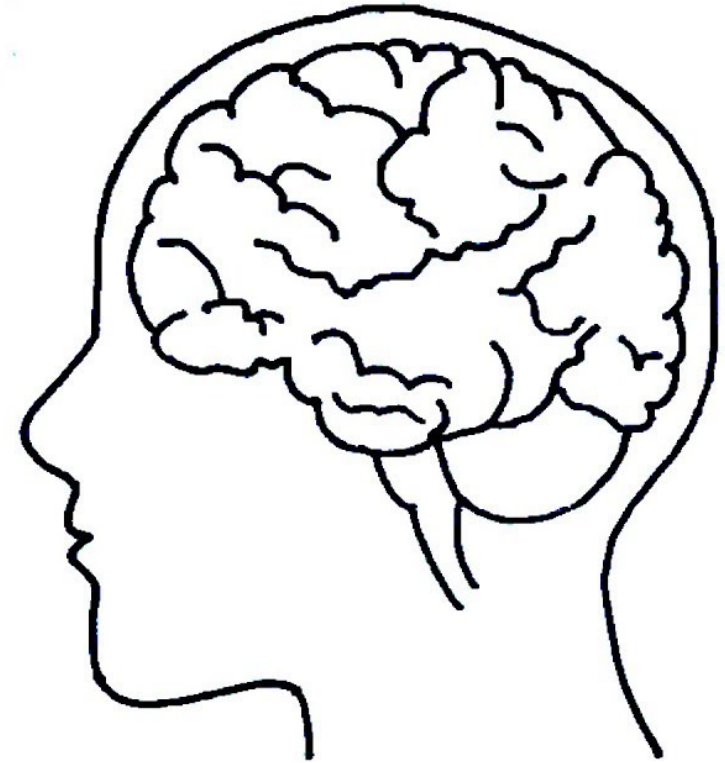
## SCIENCE OF STUDY TIME

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Short study sessions are better than long study sessions.

Several study sessions before a test are better than cramming a day or two before.

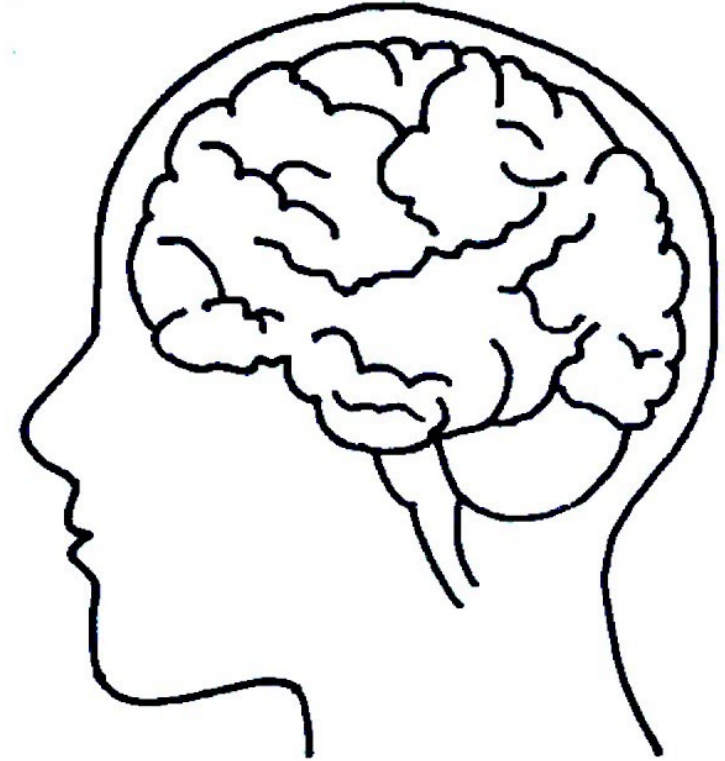
Several short study sessions over a period of several days will increase your ability to retain the knowledge (remember it).



# SCIENCE OF STUDY TIME

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- Stay focused – don't multi-task
  - No phones or off topic conversations.
- Utilize strong study skills such as flash cards.



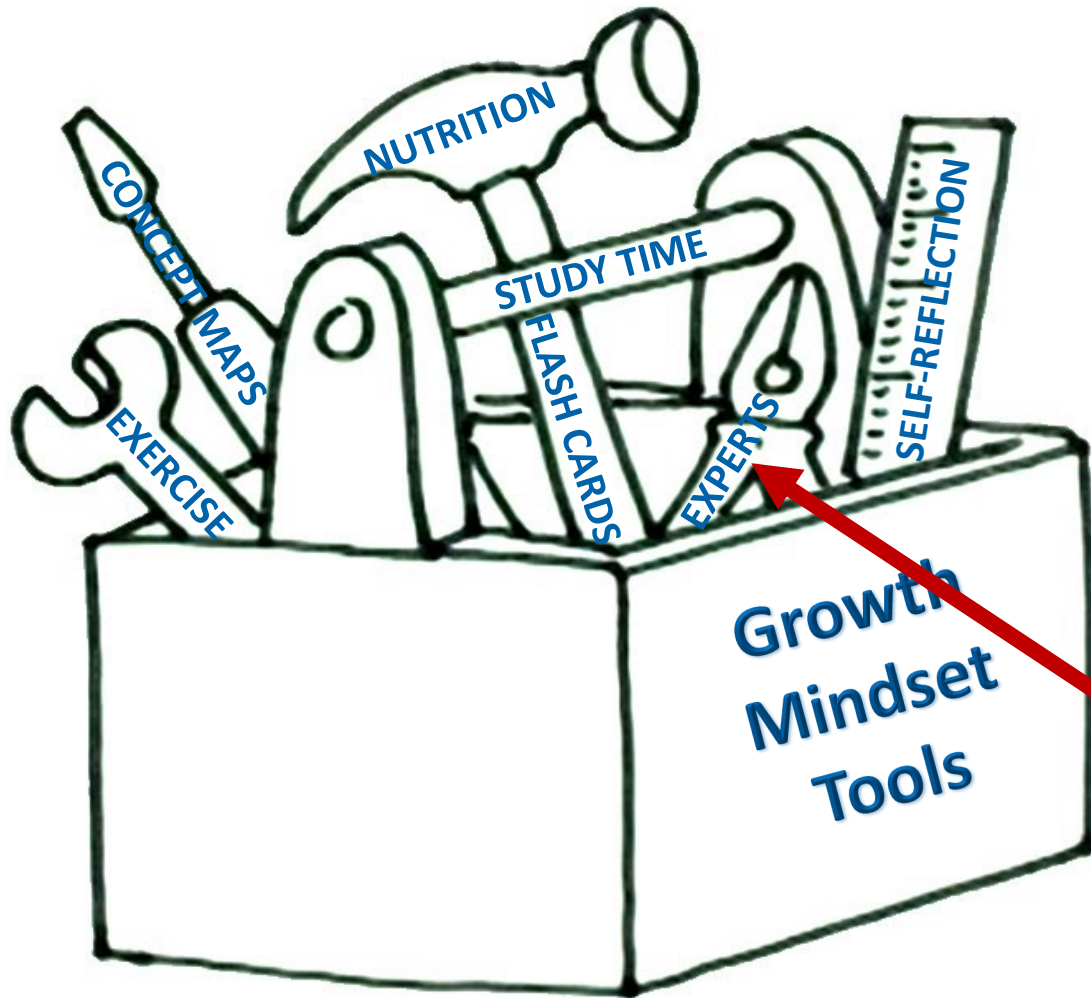
# HOW TO STUDY WITH FLASH CARDS

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- You are trying to memorize what is on your flash cards.
- Read them to yourself.
  - If you can answer the question put it in one pile and if you can't put it in another.
  - Spend more time rereading the questions from the pile you don't know.
  - Every now and then mix up the order of your flash cards.



# ASK AN EXPERT



Tools to support:

- Learning

*Know it! Own it!*

Asking an expert is a tool.

# ASK AN EXPERT OVERVIEW

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When we look at new knowledge from lectures or concept maps sometimes, we realize there is something we didn't understand.

That's when it's time to "Ask an Expert"!



# WHO ARE EXPERTS?

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- People who have knowledge about the field you have a question about.
- High school teachers, college professors, mentors, friends, etc.

# WHEN TO ASK AN EXPERT

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## Bridge Program:

- Not being able to answer some flash card questions.
- Struggling to create flash cards.
- Having a question about something.

## School:

- Low score on test or quiz.
- Struggling to apply knowledge when doing homework.
- That general “feeling” that you don’t understand or feeling “lost” during a lecture.

# HOW TO ASK AN EXPERT

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## Question Sentence Starters

- I want to know more about...
- I'm confused about...
- I wonder...

# CONCEPT MAP

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# REMINDERS

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- Don't forget to bring your backpack and wear your polo!
- Tomorrow for the field you must have the following:
  - Backpack
  - Hats
  - Sleeves
  - Water bottle
  - Sunglasses
  - Closed-toed shoes

# SERVANT LEADERSHIP

---

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Day 5

Make a Difference - Invertebrates

# PROCESS REFLECTION

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## Concept Map Questions:

- Should I start another concept map or am I still learning about invertebrates?
- What was the focus of today?
- What feels important to remember?
- How are those ideas linked?

# SELF-REFLECTION

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Card sentence starters:

- One memory I have of our time together is....
- Something I enjoyed experiencing with you was...
- You taught me...
- You really helped me by....
- Thank you for....

# THANK YOU SPEECH

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Thank you \_\_\_\_\_.

These last few days we have had fun: *list 2-3 things you have done w/ your mentor.*

You have helped us learn about: *list 1-2 things you have learned with your mentor.*

Thank you for *(believing in us/helping us achieve/helping us become better leaders, etc.)*.

We appreciate you being part of *(group name)*.

# REMINDERS

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- Tomorrow is laundry day!
  - Bring your polos for washing.
  - Dress code is casual – but must be appropriate to being an Ocean Leader.
- New mentors arrive tomorrow – let make them feel welcome!
- Tomorrow is a field day you must have the following:
  - Backpack
  - Hats
  - Sleeves
  - Water bottle
  - Sunglasses
  - Closed-toed shoes

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Day 6

Explore and Wonder - Fish

# PROCESS REFLECTION

---

## Concept Map Questions:

- What was the focus of today?
- What feels important to remember?
- How are those ideas linked?
- Are there any specific examples I want to include?

# CONCEPT MAP

---

# REMINDERS

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- None! 😊

# SERVANT LEADERSHIP

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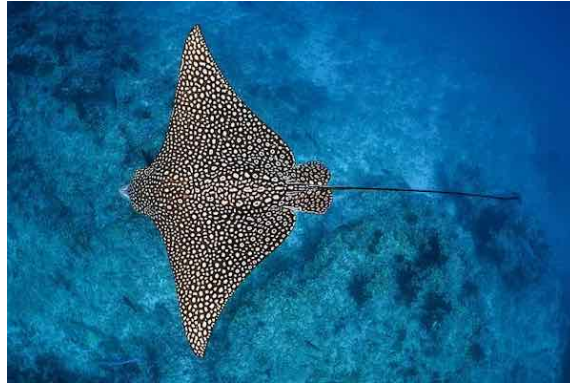


Day 7

Investigate - Fish



# TYPES OF FISH



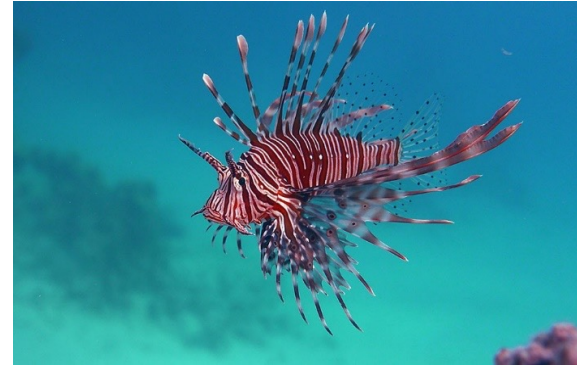
# BONY VS. CARTILAGINOUS

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**Cartilaginous**  
*(Skeleton of cartilage)*



**Bony**  
*(Skeleton of bones)*

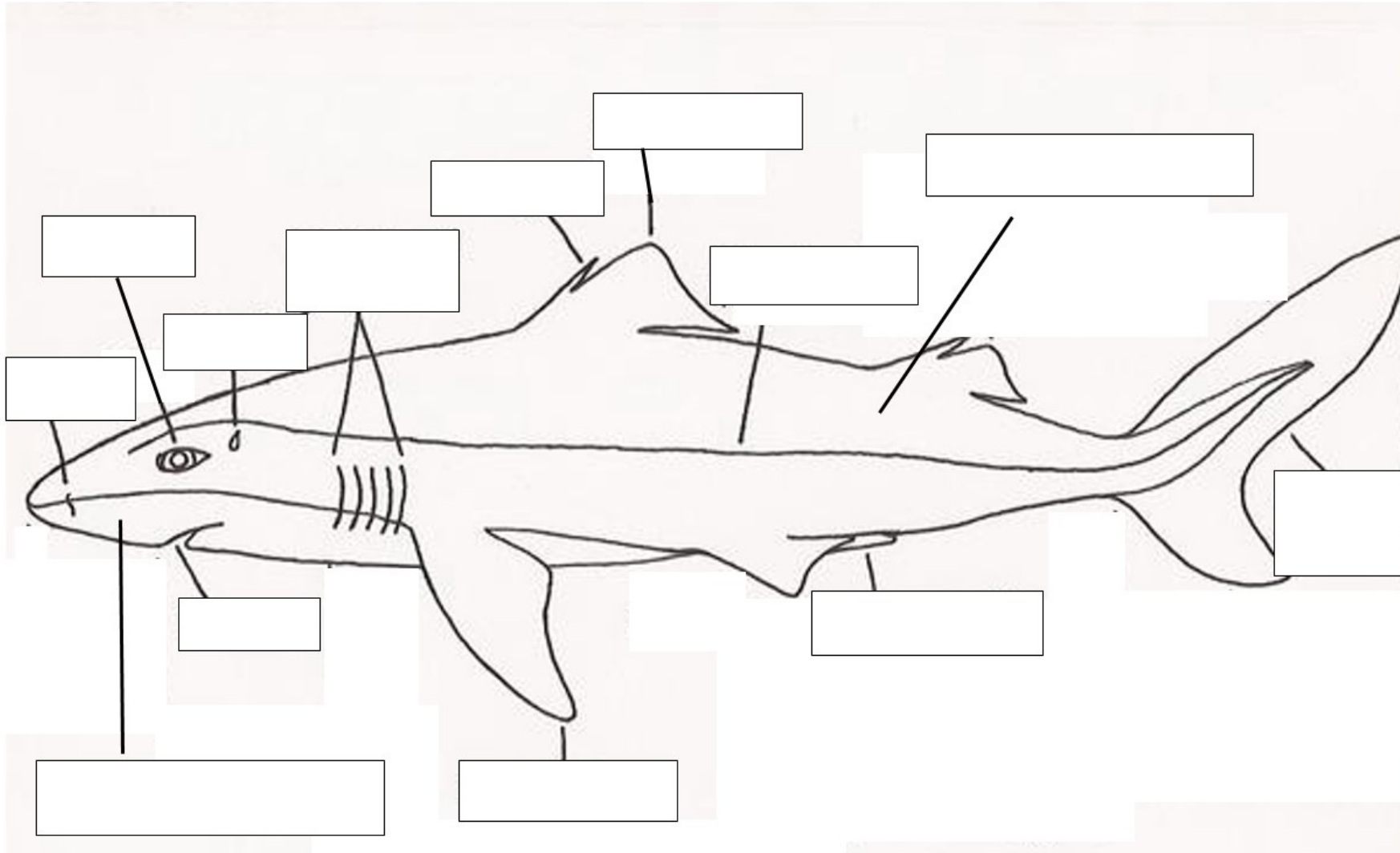




# EXTERNAL ANATOMY - SHARK



# EXTERNAL ANATOMY - SHARK



## Word Bank:

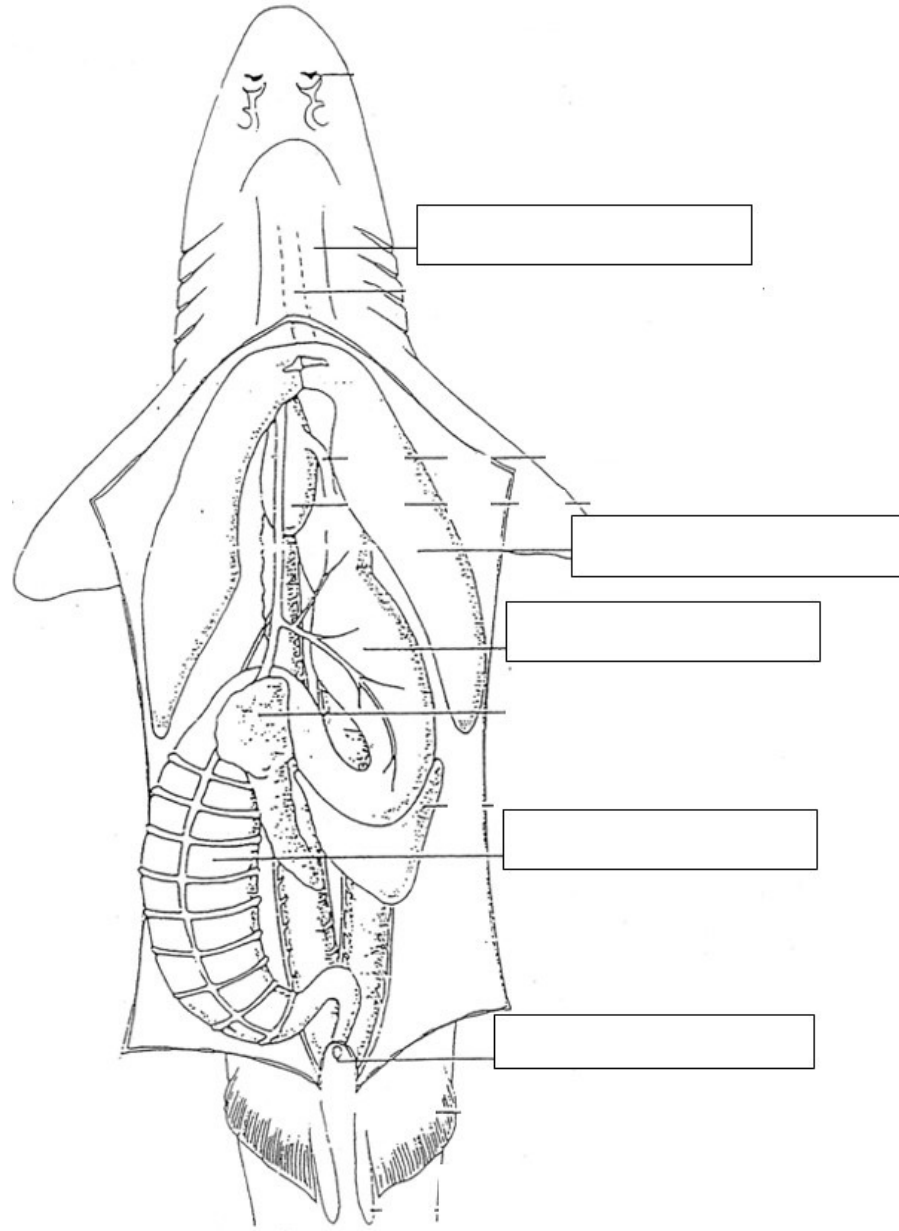
- Eye
- Gill slits
- Dorsal fin
- Dermal denticles
- Lateral Line
- Nostril
- Claspers
- Pectoral fin
- Mouth
- Ampullae of Lorenzini
- Spiracle
- Tail fin
- Fin spine



# INTERNAL ANATOMY - SHARK



# INTERNAL ANATOMY - SHARK



## Word Bank:

Intestines

Liver

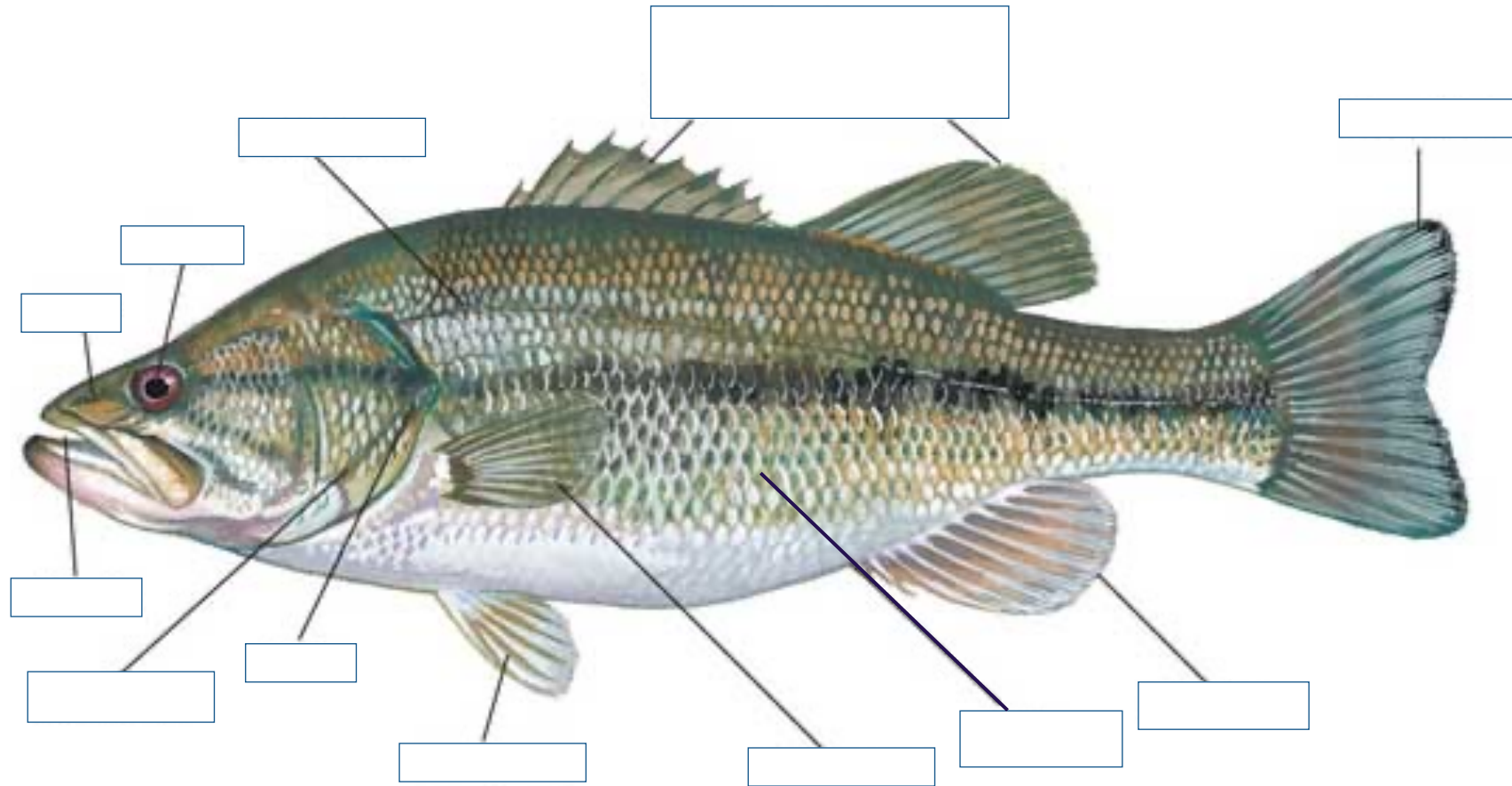
Cloaca

Heart

Stomach



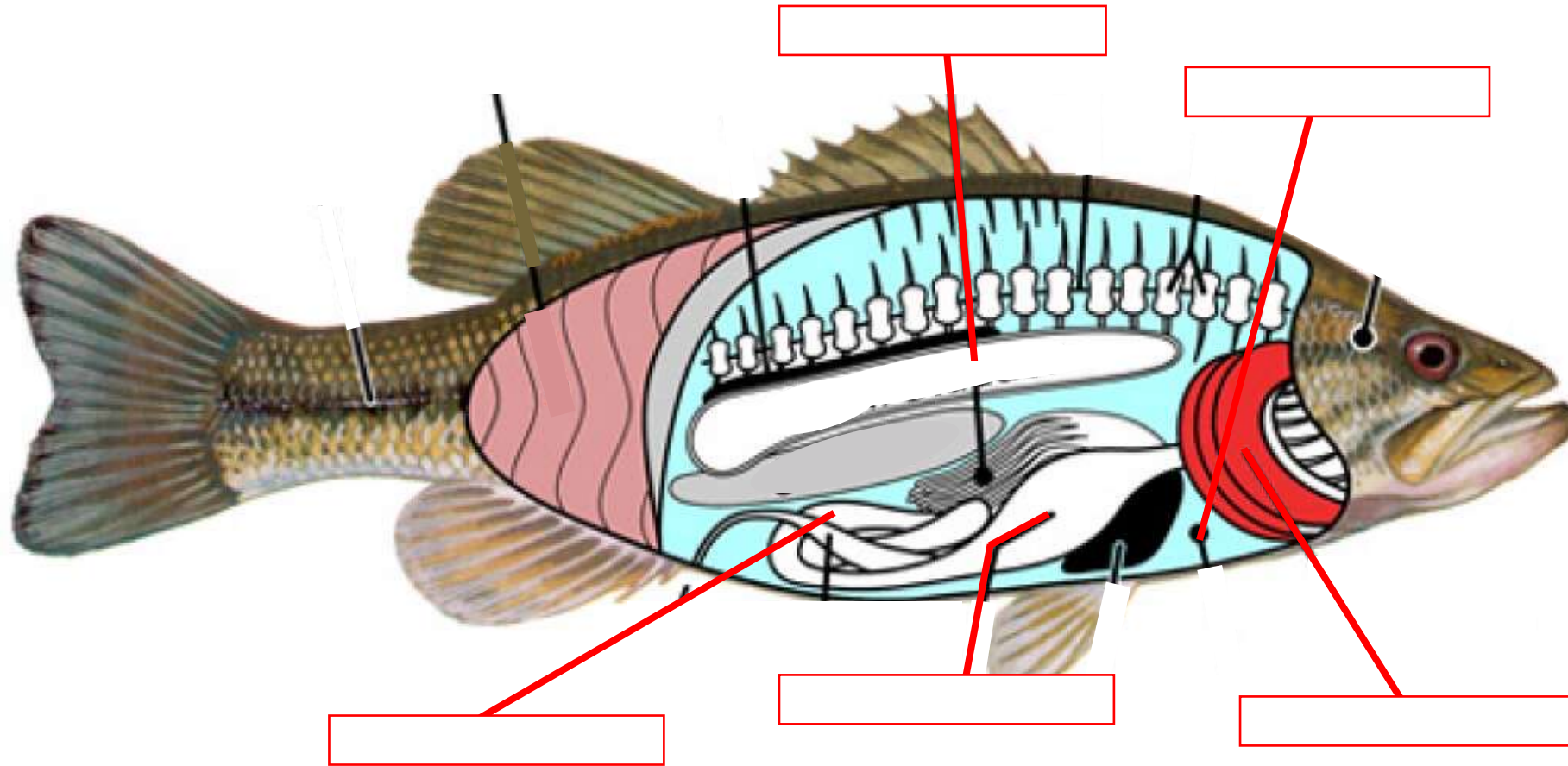
# EXTERNAL ANATOMY – BONY FISH



## Word Bank:

- Eye
- Gills
- Dorsal fins
- Scales
- Pelvic Fin
- Lateral Line
- Nostril
- Tail Fin
- Pectoral fin
- Mouth
- Operculum
- Anal Fin

# INTERNAL ANATOMY - FISH



Word Bank:  
Intestines  
Swim bladder  
Gills  
Heart  
Stomach

# BONY VS. CARTILAGINOUS FISH

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**Investigate – Fish**  
*Science notebook*

What are the differences between cartilaginous and bony fish?

# FLASH CARDS

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Tools to support:

- Learning

*Know it! Own it!*

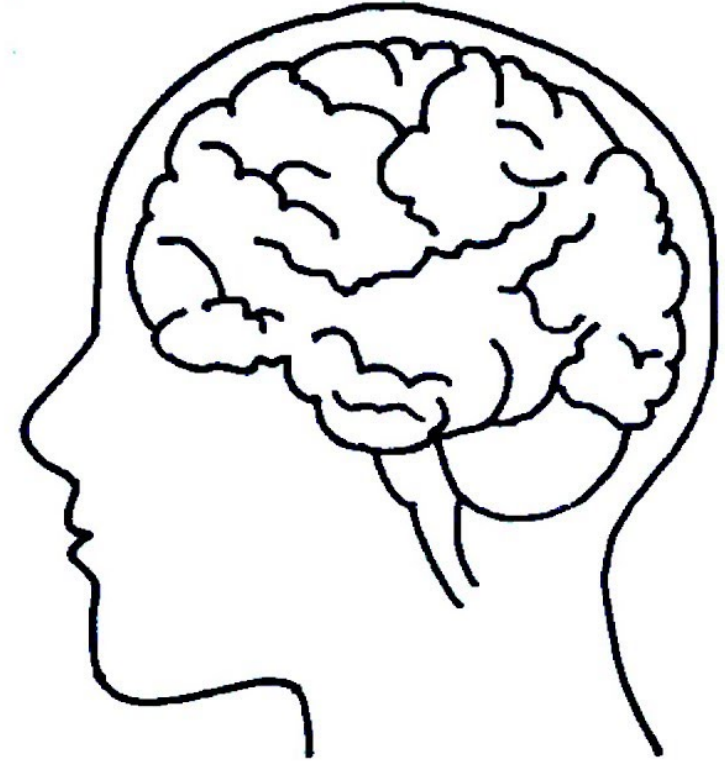
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## FLASH CARDS

## EXAMPLES

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- Short answer →

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- Examples →

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Whale  
Human

# STUDY TIME

---



Tools to support:

- Learning

*Know it! Own it!*



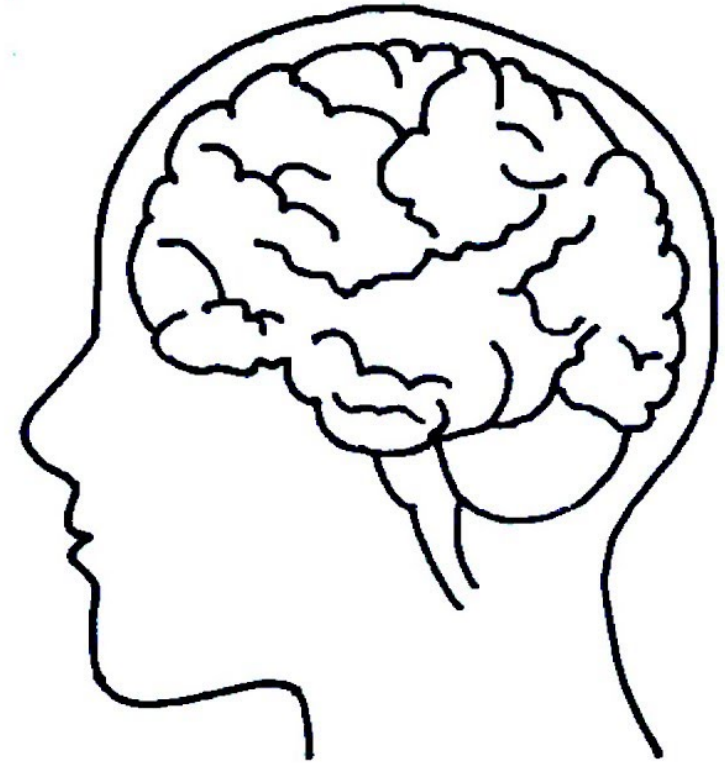
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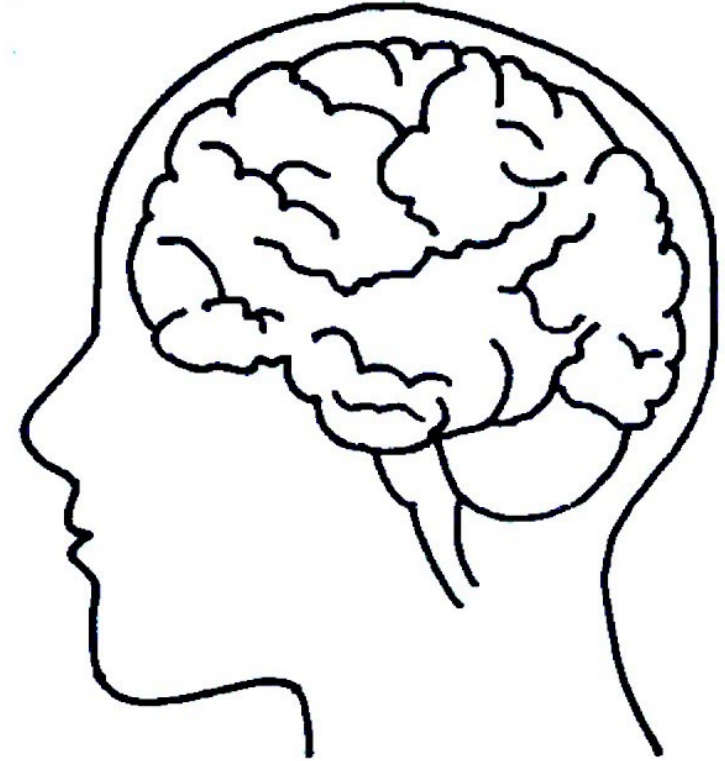
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# SCIENCE OF STUDY TIME

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- Stay focused – don't multi-task
  - No phones or off topic conversations.
- Utilize strong study skills such as flash cards.



# HOW TO STUDY WITH FLASH CARDS

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- You are trying to memorize what is on your flash cards.
- Read them to yourself.
  - If you can answer the question put it in one pile and if you can't put it in another.
  - Spend more time rereading the questions from the pile you don't know.
  - Every now and then mix up the order of your flash cards.



# ASK AN EXPERT

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Tools to support:

- Learning

*Know it! Own it!*

# WHO ARE EXPERTS?

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- People who have knowledge about the field you have a question about.
- High school teachers, college professors, mentors, friends, etc.

# WHEN TO ASK AN EXPERT

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## Bridge Program:

- Not being able to answer some flash card questions.
- Struggling to create flash cards.
- Having a question about something.

## School:

- Low score on test or quiz.
- Struggling to apply knowledge when doing homework.
- That general “feeling” that you don’t understand or feeling “lost” during a lecture.

# HOW TO ASK AN EXPERT

---



## Question Sentence Starters

- I want to know more about...
- I'm confused about...
- I wonder...



# PROCESS REFLECTION

---

## Concept Map Questions:

- What is the main topic? Can I expand on an existing concept map or should I start a new one?
- What feels important to remember?
- How are those ideas linked?
- Are there any specific examples I want to include?

# CONCEPT MAP

---

# MENTOR THANK YOUS

---

Optional sentence starters:

- One memory I have of our time together is....
- Something I enjoyed experiencing with you was...
- You taught me...
- You really helped me by....
- Thank you for....

# THANK YOU SPEECH

---

Thank you \_\_\_\_\_.

These last few days we have had fun: *list 2-3 things you have done w/ your mentor.*

You have helped us learn about: *list 1-2 things you have learned with your mentor.*

Thank you for *(believing in us/helping us achieve/helping us become better leaders, etc.)*.

We appreciate you being part of *(group name)*.

# REMINDERS

---

- New Mentors arrive tomorrow – let’s make them feel welcome!
  - Give them a handshake and introduce yourself.
- Overnight tomorrow:
  - Review packing list
  - Do NOT bring:
    - Tent
    - Sleeping bag
    - Sleeping pad
    - Food
- Tomorrow for the field you must have the following:
  - Backpack
  - Hats
  - Sleeves
  - Water bottle
  - Sunglasses
  - Closed-toed shoes

# SERVANT LEADERSHIP

---

- Mentors to meet with IPM for debrief.
- Return science notebook and any materials used to personal bins.
- Chores:
  - Return tables and chairs to original positions.
  - Wipe down tables and chairs.
  - Place chairs on top of table.
  - Take cups to dishwasher and load dishwasher.
  - Sweep floor.
  - Help pack up & carry supplies to storage (accompanied by adult).
- Pick up any remaining trash/paper on the floor and throw away/recycle.





Day 8

Make a Difference - Fish

# PROCESS REFLECTION

---

## Concept Map Questions:

- What is the main topic? Can I expand on an existing concept map or should I start a new one?
- What feels important to remember?
- How are those ideas linked?
- Are there any specific examples I want to include?

# CONCEPT MAP

---

# SERVANT LEADERSHIP

---

- Mentors to meet with IPM for debrief.
- Return science notebook and any materials used to personal bins.
- Chores:
  - Return tables and chairs to original positions.
  - Wipe down tables and chairs.
  - Place chairs on top of table.
  - Take cups to dishwasher and load dishwasher.
  - Sweep floor.
  - Help pack up & carry supplies to storage (accompanied by adult).
- Pick up any remaining trash/paper on the floor and throw away/recycle.



# Day 9

Explore & Wonder – Marine Mammals

# PROCESS REFLECTION

---

## Concept Map Questions:

- What is the main topic? Can I expand on an existing concept map or should I start a new one?
- What feels important to remember?
- How are those ideas linked?
- Are there any specific examples I want to include?



# CONCEPT MAP

---

# REMINDERS

---

- None 😊

# SERVANT LEADERSHIP

---

- Mentors to meet with IPM for debrief.
- Return science notebook and any materials used to personal bins.
- Chores:
  - Return tables and chairs to original positions.
  - Wipe down tables and chairs.
  - Place chairs on top of table.
  - Take cups to dishwasher and load dishwasher.
  - Sweep floor.
  - Help pack up & carry supplies to storage (accompanied by adult).
- Pick up any remaining trash/paper on the floor and throw away/recycle.



Day 10

Investigate – Marine Mammals

# DEFINITION OF MARINE MAMMAL

---

Marine Mammal – a mammal that lives most or all of its life in or near the ocean.

Characteristics of Mammals:

- warm blooded
- breathe air through lungs
- have hair (at some point during their life)
- babies are born alive
- they produce milk to feed their young



# DRONE TYPES





# EXPECTATIONS

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- Everyone will get a chance to fly and land a drone.
- Your goal when flying is to lift off from one of the blue “X” on the ground and then fly over and land on the other blue “X”.
- Be respectful when your turn is over.
- Land the drone gently before handing the controls off to another person.
- Have a growth mindset!

# MARINE MAMMAL SIZE ESTIMATE

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$$\frac{\text{Length of known stick on paper in inches}}{\text{True Length of stick in inches}} = \frac{\text{Length of "whale" in inches}}{\text{True length of "whale" (x)}}$$

# FLASH CARDS

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Tools to support:

- Learning

*Know it! Own it!*

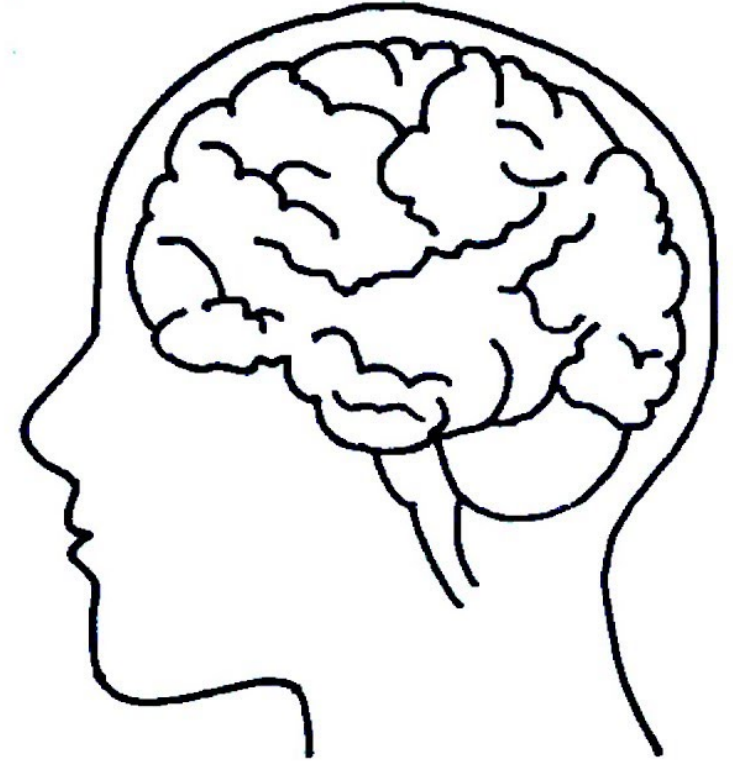
# SCIENCE OF FLASH CARDS

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Science tells us flash cards are used to encourage active recall.

Using flash cards creates stronger neural connections in the brain.

Science has shown using flash cards to be an extremely effective way to improve memory.



# FLASH CARD EXAMPLES

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## FLASH CARDS

## EXAMPLES

- Definition →

What is the definition of Biology?

The study of living things

- Short answer →

Who was the first person to walk on the moon?

Neil Armstrong

- Examples →

What are three examples of mammals?

Fox  
Whale  
Human

# FLASHCARDS

---



# FINAL EXAM

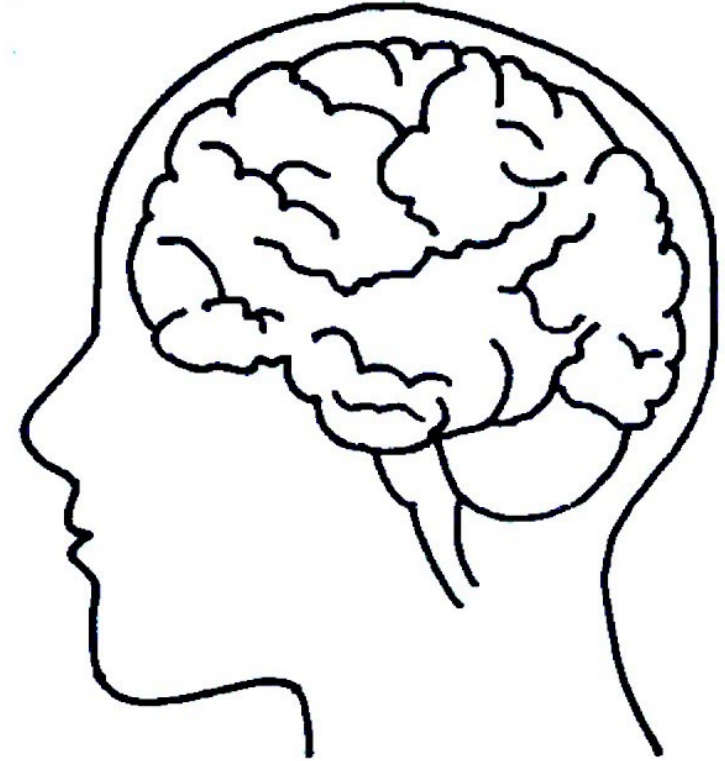
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- Our final exam is two days from now.
- The final will include both short answer and multiple-choice questions.
- You will be tested on all three subjects that we have studied: invertebrates, fish, and marine mammals.

# SCIENCE OF STUDY TIME

---

- Several short study sessions over a period of several days will increase your ability to remember the knowledge.
- Stay focused – don't multi-task
  - No phones or off topic conversations.
- Utilize strong study skills such as flash cards.



## PAIR STUDY TIME/ASK AN EXPERT

---

Options:

- Continue to study flash cards independently.
- Study flash cards with a partner.
- Ask an Expert questions.

# PROCESS REFLECTION

---

## Concept Map Questions:

- What is the main topic? Can I expand on an existing concept map or should I start a new one?
- What feels important to remember?
- How are those ideas linked?
- Are there any specific examples I want to include?

# CONCEPT MAP

---

# REMINDERS

---

- Tomorrow is laundry day!
  - Bring your polos for washing.
  - Dress code is casual – but must be appropriate to being an Ocean Leader.
- Family Celebration is two days away!
  - Friday, June 30<sup>th</sup>
  - Invite friends and family to attend.
- Tomorrow is a field day you must have the following:
  - Backpack
  - Hats
  - Sleeves
  - Water bottle
  - Sunglasses
  - Closed-toed shoes



# SERVANT LEADERSHIP

---

- Mentors to meet with IPM for debrief.
- Return science notebook and any materials used to personal bins.
- Chores:
  - Return tables and chairs to original positions.
  - Wipe down tables and chairs.
  - Place chairs on top of table.
  - Take cups to dishwasher and load dishwasher.
  - Sweep floor.
  - Help pack up & carry supplies to storage (accompanied by adult).
- Pick up any remaining trash/paper on the floor and throw away/recycle.



# Day 11

Make a Difference – Marine Mammals

# PROCESS REFLECTION

---

## Concept Map Questions:

- What is the main topic? Can I expand on an existing concept map or should I start a new one?
- What feels important to remember?
- How are those ideas linked?
- Are there any specific examples I want to include?

# CONCEPT MAP

---

# COMMUNITY CELEBRATION OVERVIEW

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Family celebration is a time to share our experiences from the last two weeks with family and friends.

We will do this in two ways:

1. Touring your families through what you have learned these weeks.
  - Invertebrates: Live invertebrates
  - Fish: Jarred fish and sharks + shark for external anatomy.
  - Marine Mammals: Drones
  - Program slide show: show your family all the photos from the last twelve days.
2. Presentation:
  - I AM Poem (Everyone)
  - Selected PEN Reflections

# TIPS FOR PRESENTING

---

When presenting:

- Breathe – take a deep breath.
- Power Position – take up space.
- Speak clearly and slowly – keep the microphone close to your mouth.



# REMINDERS

---

- Family Celebration is tomorrow!
  - Friday, June 30<sup>th</sup>
  - Invite friends and family to attend.

# SERVANT LEADERSHIP

---

- Mentors to meet with IPM for debrief.
- Return science notebook and any materials used to personal bins.
- Chores:
  - Return tables and chairs to original positions.
  - Wipe down tables and chairs.
  - Place chairs on top of table.
  - Take cups to dishwasher and load dishwasher.
  - Sweep floor.
  - Help pack up & carry supplies to storage (accompanied by adult).
- Pick up any remaining trash/paper on the floor and throw away/recycle.



Day 12

Final Exam & Family Celebration Prep

# BRAINSTORM FLASHCARDS

---

## PAIR STUDY TIME/ASK AN EXPERT

---

Options:

- Continue to study flash cards independently.
- Study flash cards with a partner.
- Ask an Expert questions.

# FINAL EXAM

---

- Short answer and multiple-choice questions.
- Read questions carefully! Some may want you to choose more than one answer.
- You will have 20 minutes to work.
- If you finish early – check your work!

# INTRO TO RESEARCH OVERVIEW

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## Summer Programs:

- 8th Grade: **Ocean Leader Bridge Program**
- 9<sup>th</sup> Grade: **Ocean Leader Intro to Research Program**
- 10<sup>th</sup> Grade: **Ocean Leader Field Research Program**
- 11<sup>th</sup> Grade: **Ocean Leader Lab Research Program**

## Throughout High School:

- Bi-weekly coaching meetings
- Math tutoring



# REFLECTION ON LEARNING

---

Answer these question in your science notebook:

- What is something you are proud of accomplishing during this program?
- What is a study skill that you learned during this program that you want to continue to use this year in high school?

# MENTOR THANK YOUS

---

Optional sentence starters:

- One memory I have of our time together is....
- Something I enjoyed experiencing with you was...
- You taught me...
- You really helped me by....
- Thank you for....

# THANK YOU SPEECH

---

Thank you \_\_\_\_\_.

These last few days we have had fun: *list 2-3 things you have done w/ your mentor.*

You have helped us learn about: *list 1-2 things you have learned with your mentor.*

Thank you for *(believing in us/helping us achieve/helping us become better leaders, etc.)*.

We appreciate you being part of *(group name)*.

# REMINDERS

---

- Pack up your Science Notebooks and belongings to take home.
- **BE BACK AT THE LAB** by 5:00PM for Family Celebration in a fresh polo!!

# SERVANT LEADERSHIP

---

- Mentors to meet with IPM for debrief.
- Return science notebook and any materials used to personal bins.
- Chores:
  - Return tables and chairs to original positions.
  - Wipe down tables and chairs.
  - Place chairs on top of table.
  - Take cups to dishwasher and load dishwasher.
  - Sweep floor.
  - Help pack up & carry supplies to storage (accompanied by adult).
- Pick up any remaining trash/paper on the floor and throw away/recycle.



THANK YOU!