



# Summer Camp

## Voyage to Ulithi Day 12

4-8TH GRADE

### WELCOME

(5 min)

**Instructions:** Say: "Today we will be creating our own Ulithian fish and get to build a boat to explore our mini ocean."



Remind students they have the opportunity to earn sand dollars when they complete a task, help another student, help set up or clean up, write in their journal, read a book, etc. Tally the amount of sand dollars that each student earned from helping and record it on the weekly pay role sheet.

### GAME TIME

(40 min)



### FISHES IN THE SEA

**Objective:** Students play as fish and fisherman as they avoid being caught.

**Instructions:** Students stand in a circle. Alternatively name the students pufferfish, angelfish, clownfish, and parrotfish. One student will be chosen to be the fisherman. The fisherman will stand in the middle of the circle and be the caller. When the fisherman calls a fish name, they will also call out a direction associated with an action. All of the students within that category will move around the outside of the circle and perform the action until they reach their place in the circle again. The directions and associated actions that the fisherman can call out include: high tide- skip, low tide- tip toe, whirlpool- spin in circles, waves- sway from side to side, and coral- jump in the air. For example, when the fisherman calls out parrotfish-high tide. All the students in the parrotfish category will skip around the circle and back to their places. The last student to make it back to their place is "caught" by the fisherman, and this student then becomes the fisherman. The game continues until decided upon by the instructor.

### ART TIME

(60 min)

#### Materials:

- Clay



### CLAY FISH

**Objective:** Students will create fish using clay.

**Instructions:** Before beginning the art activity, show the students the in-class videos. Say: "[The ocean is home to countless creatures. It is important for students, to realize that these creatures really are capable of everything we are. They can think, communicate, and even build meaningful relationships. The video that we will watch of the fish making a friend is a perfect illustration of this!](#)" As you begin the activity, show images of fish and the different parts of a fish. Optionally, show a video of fishes in the sea to give students inspiration for their creations. Give students time to create their own fish with clay.

### STEM TIME

(75 min)

### ORIGAMI BOATS

**Objective:** Students learn how Earth's magnetic field works by using a homemade origami boat and a magnet. Allow them to create their own design or follow a template. Read the following riddle. "[I show you North, South, East and West. I point the way to go that's best. I have one arm and I have a face. You use me when you want to go someplace. I have no legs and I have no knees, And when I spin around, I count in degrees. What am I?](#)" **Answer: A compass!**

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### Materials:

- Card stock or tinfoil
- Bar magnets
- Scissors
- Bins of water



**Instructions:** Say: "Today we are going to make boats! We will place a magnet in the boat and float it in water to create a boat compass! Let's get started!"

1. Have students cut out the squares of card stock paper that they will use to make their origami boats. \*Alternatively students can use tinfoil and create any size and shape they want that can float and hold the magnet.
2. Have students fold their squares of card stock paper into boats according to their instruction sheets. Students may practice on their instructions sheets before folding their card stock. Alternatively students can experiment with folding boats out of tinfoil to create any kind of boat they can dream up.
3. Students float their boats in still water, place magnets in their boats, and watch their boats turn to the north.

Ask: "How quickly or slowly does your boat turn?" (Pretty slow.) "In what direction does it turn?" (Either direction depending on the position of the boat. The magnet will take the shortest path to point north). "What happens when the boat gets near the side or the container?" (It sticks).

4. For an extra challenge see whose boat can hold the most weight! You can combine magnets or use pennies or rocks from outside, etc.

## STEM TIME

(30 min)

### Materials:

- Balloon
- Bits of plastic that you have collected, such as bottle caps or candy wrappers



## BIRDS AND PLASTICS

**Objective:** Say: "Today we will be doing a fun activity! We will learn about how plastic is dangerous for birds and marine life. When plastics are left out in the sunlight, they become brittle and break into tiny pieces. Fish and birds think those small pieces of plastic are food and they eat them. Pieces of plastic easily get stuck inside these animals causing them harm. We are going to simulate this by using a party balloon and some bits of plastic. A balloon is similar to internal organs in our digestive system because they are both thin, flexible, and have small openings. It is very easy to put objects in a balloon, but the objects don't come back out on their own. Once inside the balloon, they are stuck."

### Instructions:

1. Take a balloon and hold it up for students to see. Ask: "How does the balloon look? How does it feel?" Example: The balloon is thin and flexible, floppy, and has an opening.
2. Have students blow up their balloons, but instruct them to not tie it shut. Have them let the balloon go and watch it fly in the air. Allow students to see who can get their balloon to go the highest and the farthest. Let them experiment for a while and then ask them what they noticed about what the balloon did.

3. Gently put bits of plastic/paper/objects inside your balloon

Ask: "How does the balloon look? How does it feel?"

Example: The balloon is lumpy. I can feel bits of plastic inside it.

4. Blow the balloon up and then let the balloon go, and watch how it blows across the room now that it is full of trash. Pinch the mouth of the balloon and make it whistle. Help your students make the observation that although air can go out of the balloon, the plastic stays inside.

Explain: Just like this balloon, marine animals that ingest plastic are forever changed.