GRADES
K-12

Resources for Educators



OREGON COAST
AQUARIUM

Amazon Basin — Sensory Search

Oregon Coast Aquarium

How many can you find?

I FELT something:	I SAW a:	I HEARD:	I SMELLED something:
Rough _____	☐ (Blue) Poison Dart Frog 	☐ THUNDER	fruity _____
COLD _____	☐  Red-bellied Piranha	☐ Monkeys	stinky _____
Wet _____	☐  (gray) Electric Eel	☐ Birds	That reminds me of: _____
Soft _____	☐  Red-footed Tortoise	☐ Rain	That reminds me of: _____

Biofact Search

OREGON COAST AQUARIUM

Can you find me?

Clue 1:	Clue 2:	Clue 3:	Clue 4:
Iridescent blue when open - when closed their bright color disappears, leaving an underside that fades into the forest to hide.	Their diamond-shaped scales aren't just for show - they act like armor, protecting this fish from predators.	This u-shaped bone is responsible for the loud, deep, lion-like roars of Howler monkeys.	Blue, gold, and scarlet, this plumage is an example of disruptive coloration - a form of camouflage.
Item I Found:	**Item I Found:**	**Item I Found:**	**Item I Found:**
☐ Real ☐ Recreated	☐ Real ☐ Recreated	☐ Real ☐ Recreated	☐ Real ☐ Recreated

Real or Recreated?



Some of the artifacts you'll see in the Amazon Basin exhibit are **real**, while others are carefully crafted **recreations**. Every **real** artifact was sourced responsibly and sustainably, so you can explore the wonders of the Amazon up close while knowing the basin and its wildlife were not harmed in order to make this exhibit possible.

Why it matters!

Just because something is for sale it doesn't mean it is legal or ethical to purchase. This is particularly true of wildlife and plant products. **Wildlife trafficking** (the illegal harvesting and sale of wildlife and wildlife products) is fueled by the demand for jewelry, souvenirs, clothes, remedies, pets, and more and has have a very real impact on wild populations and their habitats.



Observations
Who Am I?

OREGON COAST AQUARIUM

Directions:

1. Choose one type of animal from the Amazon Basin exhibit.
2. After observing the animal for 2-5 minutes, create 4 descriptive clues to help your classmates guess your type of animal.

My Animal is:

Clue 1:

Clue 2:

Clue 3:

Clue 4:

Poetry Activity
5 Senses Poem



Title: *The Amazon Basin*

I **see**:

I **hear**:

I **smell**:

I **feel**:

I ***taste**:

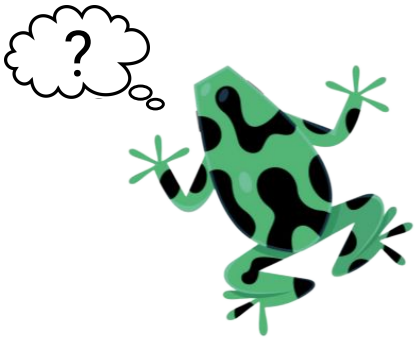
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* Remember, you should **not** actually taste anything at the Aquarium unless instructed.)

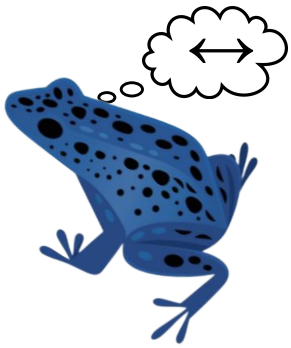
Observations
Nature Journaling



I notice.



I wonder.



It reminds me of.

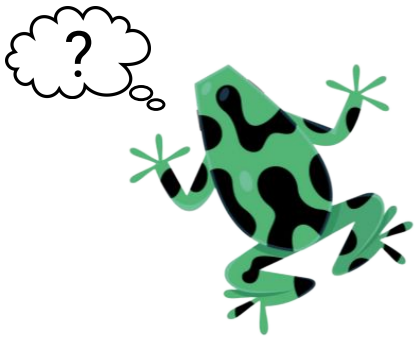
Habitat Observed: _____

Observations
3 Column Notes

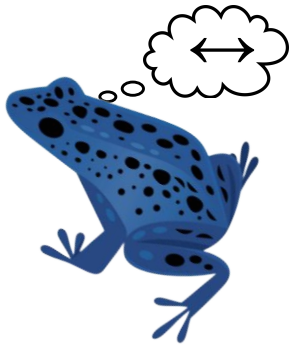
Habitat Observed: _____



I notice.



I wonder.



It reminds me of.

CER Activity
Camouflage

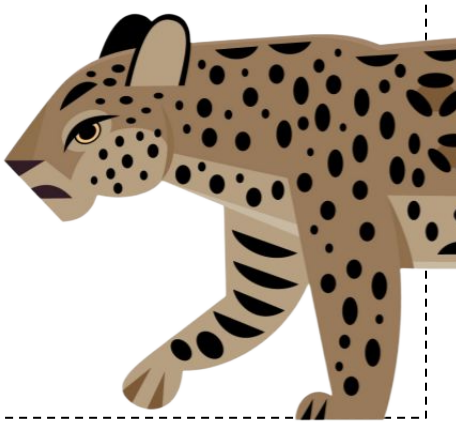
OREGON COAST AQUARIUM

Claim:

Camouflage is more than just color.

Evidence:
(Specific Observations)

Reasoning:
(How does what you observed support the claim?)



CER Activity
Conservation

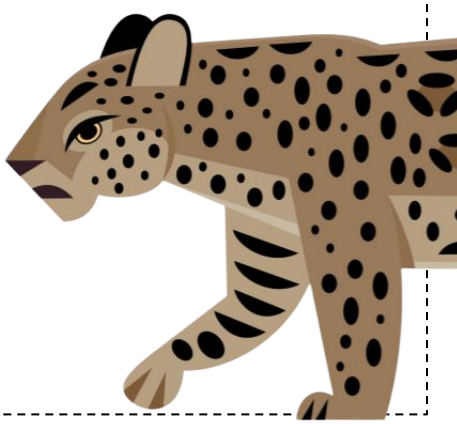
OREGON COAST AQUARIUM

Claim:

The Amazon Basin should be protected.

Evidence:
(Specific Observations - Ex. What examples can you find that it is important?)

Reasoning:
(Make the connection - Ex. What is happening in the Amazon Basin that would be a danger to it? Why does it matter?)



Ethogram
Amazon Animals

An **ethogram** is a tool used by aquarists and biologists to observe and record the behaviors of animals, both under human care and in the wild. At the Aquarium, regularly collecting and analyzing this information is an important tool for keeping track of our animals' health and well-being.



1. Choose an Amazon Basin animal to observe.
   - *Poison dart frog*
   - *Electric Eel*
   - *Red-bellied piranha*
   - *Red-footed tortoise*
   - *Dwarf caiman*
   - *Freshwater Stingray*
2. Take a minute to just watch your animals, and get familiar with them.
3. Set your timer for 30 seconds. Before you start the timer, observe what your animal is doing and record it in the chart by placing a tick-mark in the column(s) that best describe their behavior.
4. Start the timer. After 30 seconds, observe your animal again and record what you see.
5. Continue to observe and record behaviors at 30 second intervals.
6. Review the results of your investigation. Are there any patterns you observed? What did they spend the most time doing? The least time? Do you think this would be different at a different time of day? Season? Age?

What animal are you are observing?					Time of Day:	
Time (minutes)	Observe: What is the animal you are observing doing at each check in time?					
	Resting	Moving Fast	Moving Slow	Eating	Interacting with an object	Watching the people
0:00						
0:30						
1:00						
1:30						
2:00						
2:30						
3:00						
3:30						
4:00						

Discussion Dice
Habitat Murals



Directions:

1. Cut out outline.
2. Fold tabs under.
3. Fold along the edge of each square to form the cube.
4. Glue or tape tabs.

PHILOSOPHICAL CHAIR
Wildlife Trafficking

For Educators:

What is a Philosophical Chair Discussion?
A philosophical chair discussion is an whole body exercise that and allows students to consider and verbalize logical reasoning using evidence to support a claim and persuade others while encouraging them to keep an open mind. Unlike other debates or socratic seminar, it allows for physical movement while fostering empathy for others and respectful discourse around a predetermined topic.

Learn More: Philosophical Chairs: A Handy Framework for Whole-Class Discussions | Edutopia
An Engaging Critical Thinking Activity: Philosophical Chairs | Communications By Design
AVID: Best Practices | Philosophical Chairs: Elementary Level, Middle Level, High School Level
Sentence Stems | AVID Open Access

Sample Discussion Topics

Agree or Disagree?

1. Wild animals make good pets.
2. Stopping the demand for wild animals and wildlife products is the key to winning the battle against wildlife trafficking.
3. Stopping the supply of wild animals and wildlife products is the key to winning the battle against wildlife trafficking.
4. Taking selfies with wild animals encourages wildlife trafficking.
5. Social media platforms should be allowed to use AI to scan all users photographs to identify wildlife traffickers and buyers.



Suggested Resources

Article: Why Wild Animals Don't Make Good Pets | AZA
Article: The turtle you gave as a gift might have been illegally trafficked | ODFW
Website: StopAnimalSelfies Campaign | Government of Costa Rica
Article: Helping kids deal with animal exploitation on social media | National Geographic
HS Article: Wildlife has a Facebook Problem | CITES
Article: How AI is helping keep endangered species offline and in the wild | WWF
Article: Coalition and United for Wildlife Team Up to Reinforce and Expand Commitments to Tackle Illegal Wildlife Trade | Coalition to End Wildlife Trafficking Online
Website: Progress Update | Coalition to End Wildlife Trafficking Online
Article: Tracking Wildlife Trafficking in the Age of Online Marketplaces | NYU Tandon School of Engineering

SOCRATIC SEMINAR
Amazon Basin

For Educators:

What is a Socratic Seminar Discussion?

A Socratic seminar discussion is a strategy for fostering student-led discussion and authentic practice with literary analysis, asking questions, active listening, critical thinking, and using core vocabulary. Unlike a debate, the intention is for all participants to gain a fuller understanding of the topic through collaborative dialogue around a topic, rather than to persuade/ convince classmates to one side - to think deeply, not just be "right".

Learn More: How I Designed an Inclusive Socratic Seminar (and You Can Too!) How to Use Socratic Seminars to Build a Culture of Student-Led Discussion | Edutopia, Adapting Socratic Seminars for Elementary Students

Suggested Texts

Habitats/ Biodiversity

ES

- Electric Eel | National Geographic Kids
- Infographic: What is Biodiversity? | WWF
- 10 products that come from tropical forests | WWF

MS/HS

- Piranhas and plant-eating kin replace half their teeth at once | Science News Explores
- Blooms on 'chocolate' tree are crazy-hard to pollinate | Science News Explores
- Who lives in the rainforest canopy? (Using eDNA) | Science Journal for Kids and Teens
- How can we monitor the wildlife trade? | Science Journal for Kids and Teens

Conservation

ES

- Tech for Trees | G3-4 | Time for Kids
- Good Growing | G3-4 | Time for Kids
- Infographic: Stopping the Illegal Wildlife Trade | WWF
- Ask an Amazon Expert: Why We Can't Afford to Lose the Rainforest | Nat Geo (reading level can be changed to 3rd, 5th, 6th, 8th, or 10th grade)
- Case Study: The Amazonian Road Decision | Nat Geo (reading level can be changed to 4th, 7th, or 11th grade)

MS/HS

- The Amazon is in trouble. Here's why — and why it matters | Science News Explores
- How can we monitor the wildlife trade? | Science Journal for Kids and Teens
- Ask An Amazon Expert: What It Will Take to Stop Wildlife Trafficking | Nat Geo
- Case Study: The Amazonian Road Decision | Nat Geo (reading level can be changed to 4th, 7th, or 11th grade)