# Activity 8:
# Seaweed Celebrity

## Learning Targets:

- Explore various careers that involve a knowledge or love of seaweed.
- Understand that there are many practical applications of this knowledge in the workforce.
- Summarize the information learned over the course of the Seaweed Aquaculture Toolkit.

## Length: 45-60 minutes

## Key Concepts:

- There are many interesting ways to stay involved with seaweed and the marine environment.
- A lot of Mainers depend on the health of the marine environment to support their careers. If we protect our natural resources, we protect Maine's people, too.

## Essential Questions:

1. What are some careers connected with a knowledge of seaweed?
2. What are some of the important things learned from the activities in this toolkit?

## Enduring Understandings:

1. Some careers involved with seaweed include farmer, harvester, chef, business owner, scientific researcher, engineer, nutritionist, and policy maker. There are many career opportunities related to knowledge of the importance of seaweed.
2. Some of the uses of seaweed include: nutritional food source, thickening agent, fertilizer, skin care product. As a benefit to the environment, seaweed removes nitrogen and CO2 from the atmosphere. saves land space for food production, and aids in avoiding problems created by erosion, fertilizer, and water consumption.

## Background for Facilitator:

With all their newfound knowledge about seaweed aquaculture, participants might be wondering how to stay involved with seaweed. There are many ways to turn a love of seaweed into a career! In this activity, youth will explore the various "celebrities" of the seaweed world and gain an understanding of the workforce applications of seaweed knowledge. They will also have an opportunity to review the information they may have learned throughout this toolkit.

## Vocabulary List:

**Career:** a job or profession that someone does for a long time.

## Materials:

- 1 set of Seaweed Celebrity cards
- Paper (or whiteboard) for keeping score (**Facilitator Note: not included**)

## Methods:

### Engage

1. Ask youth to brainstorm some jobs that may involve seaweed:
   a. Can you think of any jobs that may involve working with seaweed in some way?
   b. What could people do for work that requires knowledge of seaweed?
   c. How does each of those jobs involve seaweed?
2. Explain to youth that they will be playing a game called "Seaweed Celebrity" where they will be introduced to different careers in the seaweed industry.
3. Split the group into two teams, with approximately the same number of people on both teams. Give youth a few minutes to come up with a team name.

4. Once you have their attention again, direct youth to sit in a circle so that every other person is a member of their team. See "Explore" for examples.

**Explore**

5. Tell youth that you have a set of cards in the bag that highlight certain people with careers in the seaweed industry. Each card contains clues about the career those people have.
6. Pass the cards around and ask for volunteers to read the cards aloud and show the pictures. Clarify any confusion that the youth may have about each career.
7. Read the game rules aloud and play an example round if necessary:

**Game Rules:**

This game is similar to charades, where one player from each team will try to get their team to guess the person on their card. However, each round will have a different set of rules, and each person will only have 1 minute to act out as many cards as possible. There are three rounds in total, and each team gets a point for each career that they guess correctly. The team with the most points at the end of all 3 rounds wins the game.

- **Adaptation:** Some groups may benefit from exploring careers prior to Round 1. As a group, or in small groups, talk about the careers and what each career might involve. Have participants work in partners to act out careers together, so they are familiar with the careers prior to guessing.

**1. Round One:**

Players can use any words or sounds to describe or give clues about the career, except the name of the career in any form. For example, Player 1 draws a card that says "Mickey Mouse". They might say to their team, "He is a Disney cartoon character, has big black ears, he has a friend named Minnie," etc.

- Team 1 picks a player to go first. Player 1 draws a card from the Ziploc bag and has 1 minute to get their team to guess the career on the card. They must give clues according to the round 1 rule.
- Once the team guesses correctly, Player 1 keeps the card by his/her side and picks another one. The player must continue picking cards and describing them until 1 minute is up. When the time is up, the team will keep their cards in a pile to tally later. These cards stay out of the Ziploc bag until the end of round 1. However, if the time is up before the team correctly guesses the card, it goes back in the bag to be guessed again later. No passing is allowed. If the player accidentally says the name of the career, team 1 forfeits the card, gives it to team 2, and the play goes to team 2.
- Next, team 2 picks a player and follows the same rules as above. They have one minute to get their team to guess as many cards as possible.
- Continue to go back and forth between teams with new players each time until all of the cards in the Ziploc bag have been used up. When there are no more cards left in the Ziploc bag, each team will count the number of cards they

guessed correctly and tally it on the board or score sheet. Then the cards are returned to the Ziploc bag.

**Explain**

8. Engage the students in a discussion of their experience:
    a. Were you surprised by any of the careers on the cards?
    b. Which of these careers do you find the most interesting?
    c. If you had to choose one of these jobs to do when you grow up, which one would you choose?
    d. Why do you think the people on these cards chose their careers?
    e. How does each of these jobs depend on the marine environment?

**Elaborate**

**2. Round Two:**

Players must give clues about the career in **one word only**. There is no body gesturing, facial clues, or other sounds allowed. Example: if the card drawn says "Mickey Mouse" again, the player might just say "Disney".

- All of the cards go back in the Ziploc bag and get shaken up.
- Round 2 begins wherever round 1 left off in terms of the team and the player.
- The key to this round is choosing the one best word to help your team members figure out the career. Once you say a word, you cannot change it. Again, no passing is allowed. If the player accidentally says the name of the career, or uses more than one word, the team forfeits the card, gives it to the other team, and the play goes to the other team.
- Success in this round comes from paying attention in round 1. Remembering what the careers were from round 1, will lead to successful guesses in round 2.
- Players continue to choose names as they get their team to guess until the minute time limit is up.
- Round two ends when all the cards are used up. Each team will count the number of cards they guessed correctly and add it to their tally.

**3. Round Three:**

**No words or sounds are allowed to be spoken at all.** Players can only mimic or give gestures to provide clues (like charades). An example for the Mickey Mouse card is the player might gesture big ears on top of their head to represent Mickey Mouse ears.

- All of the cards go back in the Ziploc bag and get shaken up.
- Round three begins wherever round two left off in terms of the team and the player.

- Still, no passing is allowed. If the player accidentally says a word or makes a sound, the team forfeits the card, gives it to the other team, and the play goes to the other team.
- The game ends when all the cards are used up, and each team tallies the total number of cards they guessed correctly.

**Tips:**

- If a player is having trouble because they don't know what the career on the card is, they can use the "Career Clues" given on the card to remind them. However, the timer does not stop if they need to do this.
- The key to success is paying attention in round 1.

9. Tell the youth that you will be the official timekeeper and scorekeeper.
10. Play the game until you have completed all three rounds.

**Evaluate**

11. Prompt each student to quietly think about things they learned that they didn't know before doing all of the Seaweed activities in this science toolkit.
12. Have youth quietly write down the things they learned that they didn't know before. It can be anything related to seaweed. Have them star the ones they found most important and put a question mark before the ones they found most interesting.
13. Engage the students in a discussion of their experience: Make a visual listing of these on the board or newsprint.
    a. Share what you felt was the most important fact learned.
    b. Share what you found most interesting.
    c. What was your favorite activity in the Seaweed toolkit? Have youth record their answer on post it notes so that you can easily make a bar graph.
    d. How will you use your new knowledge of seaweed?

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