

## 24: 8th Science Density MatInterview

Speaker 1: I borrowed something called the Seymour Science Kit. It was created out of the University of Hawaii. It's a kit you can borrow for two weeks. There are many different kinds that all deal with microbial oceanography. They all come with hands-on manipulatives. This one, for example, comes with a whole bunch of water tubs, the food coloring, the salt, all the consumables. It even has all the printables in here, assessments, benchmarks. So really it's kind of a lesson plan that I can just grab and go. I did alter it a little bit. I like the supplies that they gave and I did create my own worksheet for it. For the most part, I use a lot of their ideas in there, a lot of their strategies they use to grasp the student interest. It is very effective, I think.

These kits, they're available at different locations around our island, even on the Mainland. I am the host here on the windward side, [Kalo 00:01:16] Intermediate. They're here in my classroom. If any teacher wants to borrow them for two weeks at a time, at a maximum, they can go on Google, search Seymour Science Kits and you can submit a request form, check available dates, it will send me an email and then you can arrange a time and place for me to drop it off to you. Normally they pick it up at our school or we can meet anywhere else.

I used to work for Seymour, so I actually had a hand in developing some of the curricular materials. I volunteered to be the host here on the windward side. They're really good and they're very adaptable. It's not a set-in-stone lesson where you have to follow it A through Z. They give you a lot of materials and resources and from there you can kind of [00:02:00] pick and choose the things, the lessons, assessments, the materials that you want to use for your own classroom.

I like that it provides the teacher with everything they need right at that time because public school teachers, we hardly have any time. We're given a very minimal budget so having things, even like consumables like salt, food coloring, it really adds up for us. To have it all ready for you, stocked up, all I got to do is communicate with Seymour, oh, I'm a little bit low on this so they bring it to me right away. I get a very good feedback vibe from teachers who've used it. We'll see the negative feedback is oh, how come there's not more of these? Can you make more different lessons? It's a pretty positive thing.

For this particular lesson, I really don't think I would change much. I really like how it just evolves. It's simple and deals with water. Cleanup is easy. Being a science teacher, you want to minimize cleanup time, setup time, as much as possible. It would be ideal to see oil, maybe stratifying layers but it's kind of going to be a big mess to clean up. I like it because it's simple and it's clean.

In the beginning of the discussion, we talked about who can relate to the beach and many of them can't, so you kind of got to hook them into it. Some of them started to

struggle. They started the trial and error but they were still not getting it correct. I could see them getting frustrated so I had to step in there and say oh, you guys have been to the beach, right? What happened when you dove down a little bit deeper? Oh, so they started to kind of connect in their mind. They started to make a connection [00:04:00] as far as their previous experience and how can they relate that to an activity on the table in a box? They have to kind of tie and mend those two together.