Student Objectives

- Learn about a unique event in Costa Rica known as the *arribada*.
- Write a journalistic article about the *arribada*.
- Compile the articles in a class notebook on the *arribada*.

Materials

- Discovery School video on *unitedstreaming: The Jeff Corwin Experience: Costa Rica: Coastal Ecosystem*
  
  Search for this video by using the video title (or a portion of it) as the keyword.

  Selected clips that support this lesson plan:
  - In the Ostional
  - Laying the Eggs
  - Burying the Eggs

- Computer(s) with Internet access
- Paper and pencils

Procedures

1. Begin the lesson by telling students that the *arribada* is the time when thousands of olive ridley sea turtles come onto the beach to mate and bury their eggs. Show segment 3 (“An Arribada”) of *The Jeff Corwin Experience: Costa Rica: Coastal Ecosystem*.

2. After watching the segment, have students imagine that they are journalists covering the *arribada*. Their assignment is to write a compelling story about this event for readers who know nothing about sea turtles. The stories should follow the journalistic style of presenting the main points in the first paragraph. Students can check whether they have done that by making sure they answer the following questions: who, what, where, when, why, and how. Suggest that students include photographs with their stories.

3. As students outline their stories, suggest that they also consider these questions:
Studying Costa Rican Sea Turtles: The Arribada

Lesson Plan

- What is the *arribada*?
- Why does it occur?
- How do the sea turtles know what to do?
- Do you think this activity ensures the survival of sea turtles? If so, why?

4. Tell students that the following Web sites have useful information:
   - [http://www.ambios.co.uk/seaturtles/texts/Parlamas%20in%20the%20Pacific_CA.pdf](http://www.ambios.co.uk/seaturtles/texts/Parlamas%20in%20the%20Pacific_CA.pdf)

5. During the next class period, ask volunteers to read their stories aloud. Then collect the stories and compile them into a class book. Students may add a cover, a table of contents, and a bibliography.

**Assessment**

Use the following three-point rubric to evaluate students’ work during this lesson.

- **3 points**: Students watched the video segment carefully and attentively; gave the assignment a great deal of thought and considered all the questions asked; produced an accurate, compelling, and visually interesting story that followed the journalistic style.

- **2 points**: Students were attentive to the video; gave the assignment some thought and considered most of the questions asked; produced a mostly accurate, interesting, and somewhat visually interesting story that mostly followed the journalistic style.

- **1 point**: Students were not attentive to the video; gave the assignment little thought and did not consider the questions asked; produced an incomplete story with few images and that did not follow the journalistic style.

**Vocabulary**

- **arribada**
  
  *Definition*: A ritual during which the olive ridley sea turtles come onto the beach, lay their eggs, bury them, and then go back into the water
  
  *Context*: Thousands of olive ridley sea turtles can be seen on the beach during the *arribada*.

- **Costa Rica**

  *Definition*: A country in Central America located between the Pacific Ocean and the Caribbean Sea and bordered by Nicaragua and Panama
  
  *Context*: Costa Rica has one of the strongest economies in Central America.
**olive ridley sea turtles**

*Definition:* A small olive-colored sea turtle found in tropical Pacific and Indian and the southern Atlantic oceans

*Context:* Although olive ridley sea turtles are the smallest sea turtles, they are the least shy.

**Ostional National Wildlife Refuge**

*Definition:* A protected beach in Costa Rica where a large *arribada* takes place every year

*Context:* During an *arribada*, as many as one million sea turtle eggs may be buried on the beach in the Ostional National Wildlife Refuge.

**Academic Standards**

**National Academy of Sciences**


- Grades K-4
  - Life Science: Organisms and environments

- Grades 5-8
  - Life Science: Populations and ecosystems
  - Diversity and adaptations of organisms

**Mid-continent Research for Education and Learning (McREL)**

McREL’s Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education addresses 14 content areas. To view the standards and benchmarks, visit [http://www.mcrel.org/compendium/browse.asp](http://www.mcrel.org/compendium/browse.asp).

- Language Arts—Viewing: Uses viewing skills and strategies to understand and interpret visual media; Writing: Gathers and uses information for research purposes

**Support Materials**

Develop custom worksheets, educational puzzles, online quizzes, and more with the free teaching tools offered on the Discoveryschool.com Web site. Create and print support materials, or save them to a Custom Classroom account for future use. To learn more, visit [http://school.discovery.com/teachingtools/teachingtools.html](http://school.discovery.com/teachingtools/teachingtools.html)