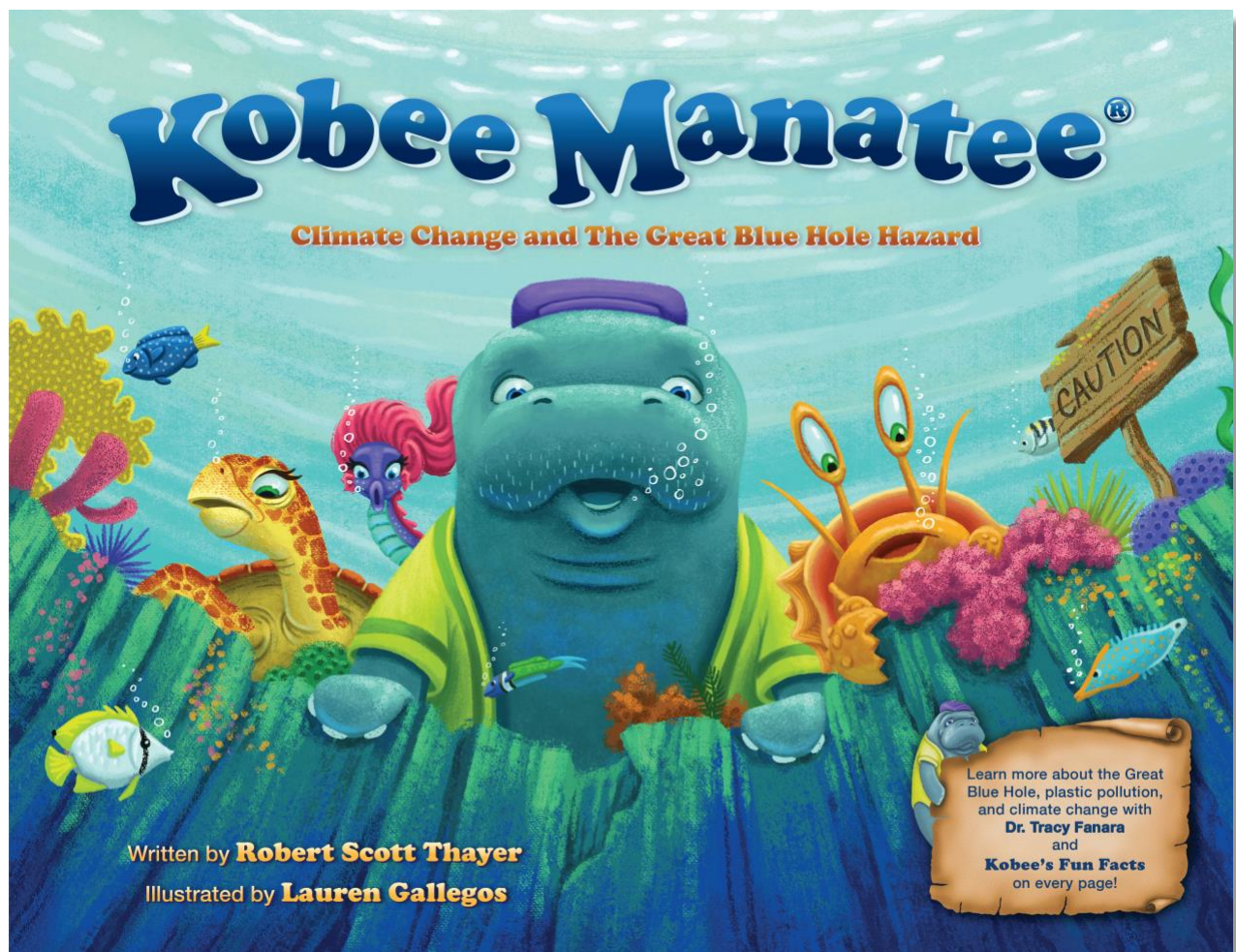


Kobee Manatee: Climate Change and The Great Blue Hole Hazard

A teacher's guide created by Marcie Colleen
based upon the picture book
written by Robert Scott Thayer and illustrated by Lauren Gallegos



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Robert Scott Thayer

Author, *Kobee Manatee: Climate Change and The Great Blue Hole Hazard*

Robert Scott Thayer always had a passion for manatees, weather, and sea life. He is the creator of the award-winning *Kobee Manatee* Children's Educational Picture Book series. In this fourth installment, Thayer collaborates with Dr. Tracy Fanara, Inspector Planet & NOAA Coastal Portfolio Modeling Manager. Robert is

also a recording artist who writes and sings in the pop, jazz, and children's genres. Thayer has won several International Songwriting Awards including those from *Billboard*. Grammy Award winner, Jim Cravero, produced his children's tune, *Kobee's Song*, which is available on iTunes. Robert has a degree from Temple University. He is a member of SCBWI (Society of Children's Book Writers and Illustrators), the Authors Guild, the Save the Manatee Club in Maitland, Florida, and BMI (Broadcast Music, Inc.) Robert currently resides in Bucks County, Pennsylvania. Visit him at www.KobeeManatee.com.



Lauren Gallegos

Illustrator, *Kobee Manatee: Climate Change and The Great Blue Hole Hazard*

Lauren Gallegos earned her BFA in Illustration from Cal State Fullerton in 2009 and is a member of the Society of Children's Book Writers and Illustrators (SCBWI). Lauren has illustrated several Children's Books and has won several awards including the PubWest Design Silver Award for Illustration in the Children's/Young Adult category. Her newest project is illustrating in the popular Little Golden Books series published by Penguin Random House. When Lauren isn't illustrating, she loves hiking and enjoys the beauty of nature, as well as exploring places she's never been before. She lives with her husband and

2 kids in Southern, California. See more of Lauren's work at www.laurengallegos.com.

Marcie Colleen

Curriculum Writer

This guide was created by Marcie Colleen, a former teacher with a BA in English Education from Oswego State and a MA in Educational Theater from NYU. In addition to creating curriculum guides for children's books, Marcie can often be found writing books of her own at home in San Diego, CA. Visit her at www.thisismarciecolleen.com.

How to Use This Guide

This classroom guide for *Kobee Manatee: Climate Change and The Great Blue Hole Hazard* is designed for students in kindergarten through third grade. It is assumed that teachers will adapt each activity to fit the needs and abilities of their own students.

It offers activities to help teachers integrate *Kobee Manatee: Climate Change and The Great Blue Hole Hazard* into English language arts (ELA), mathematics, science, and social studies curricula. Art and drama are used as a teaching tool throughout the guide.

All activities were created in conjunction with relevant content standards in ELA, math, science, social studies, art, and drama.

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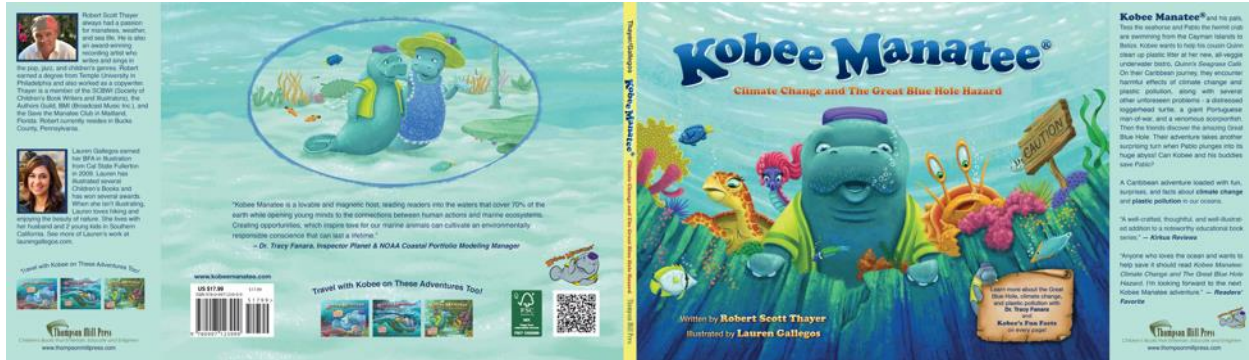
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English Language Arts

Reading Comprehension

Before reading *Kobee Manatee: Climate Change and The Great Blue Hole Hazard*,

Help students identify the basic parts of a picture book: jacket, front cover, back cover, title page, spine, end papers, and jacket flap.



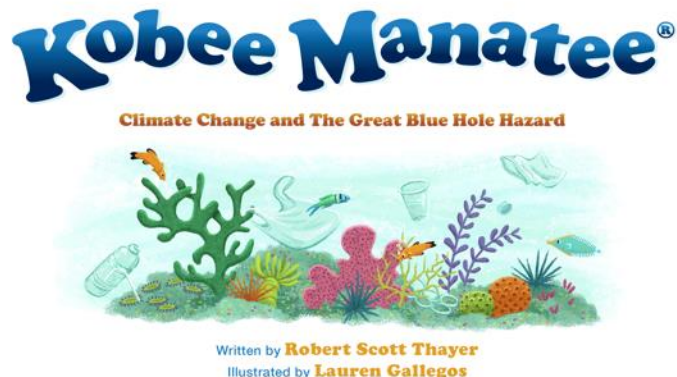
The Front Cover ~

- Describe what you see. Who are the characters? What are the characters doing?
- In groups of four, pose and pretend to be the characters in the illustration. How does your pose make you feel?
- Can you guess what the story might be about? What are some clues you can find in the cover illustration?

The Title Page~

- Describe what you see.
- How many fish do you see?
- How many types of sea plants do you see?
- Do you see anything that doesn't belong in the ocean? If so, what? How do you think it got there?

Now read or listen to the book.



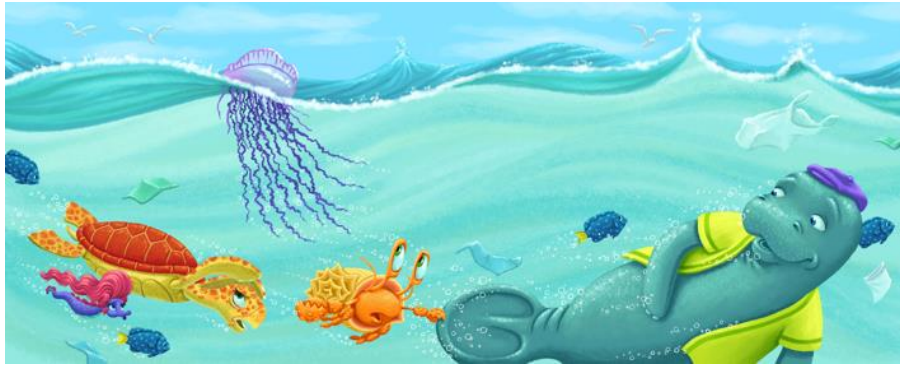


Help students summarize in their own words what the book was about.

- Where are Kobee and his friends traveling to when the story starts?
 - Where is Belize?
 - Can you find it on a map?
 - Why does Kobee want to travel there?
 - Who is traveling with Kobee?
- How do Kobee and his friends help Tameeka? How does Tameeka, in turn, help Kobee and his friends—especially Pablo?



- List some of the evidence of climate change and pollution that Kobee and his friends discover on their journey.
- Aside from pollution and the effects of climate change, what other dangers do Kobee and his friends face along their way?
- Describe the Great Blue Hole in your own words.



Let's talk about the people who made *Kobee Manatee: Climate Change and The Great Blue Hole Hazard*.

- Who is the author?
- Who is the illustrator?
- What kind of work did each person do to make the book?

Now, let's look closely at the illustrations.

- Lauren Gallegos creates some fun and expressive illustrations of sea life. In fact, she stays true to the look of the real creatures right down to the habitat.
 - Make a list of each sea creature mentioned in *Kobee Manatee: Climate Change and The Great Blue Hole Hazard*.
 - Can you find each one of these sea creatures in Gallegos' illustrations? Be sure to look carefully at each spread.
- Using the illustrations of Kobe along with the Fun Facts as inspiration, students may draw their own under water scene. Be sure to add some fun non-factual details, too, to give the creatures extra personality (i.e., Kobe's hat and shirt).
- Check out some of the following details that Lauren Gallegos includes. Can you find:
 - Four stingrays
 - A starfish
 - Floating plastic
 - Blue polka-dotted fish with a yellow tail fin
 - Plastic bottles
 - A pink plastic cup
 - A purple apron
 - Seagrass subs
 - A guitar

Who is Kobee? ~ Character Study

How a character acts and what a character says can tell readers a lot about who the character is.

Read *Kobee Manatee: Climate Change and The Great Blue Hole Hazard*. Scene by scene, record your thoughts regarding character, in a chart like the one below.



What Kobee says	What Kobee does	How would you describe Kobee?
Example: <i>"Oh, the fun we had in the Grand Cayman with those stingrays. Now my friends and I were ready for another adventure."</i>	Gathers his friends to go to Belize to help his cousin clean up plastic litter around her café.	Excited, adventurous, helpful, kind.

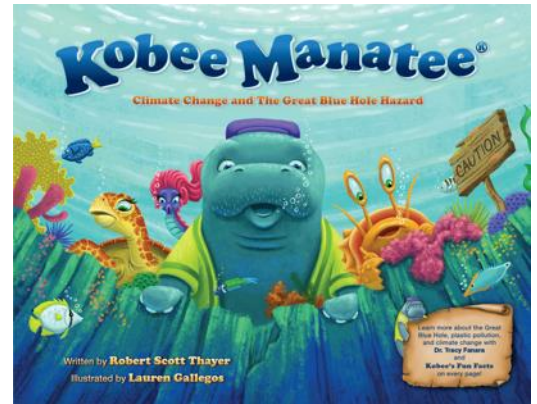
After gathering information regarding Kobee's character, try doing the same for each of his friends. Then, use the scenarios below to write a new scene for *Kobee Manatee: Climate Change and The Great Blue Hole Hazard*. What would Kobee and his friends do in one of the following situations?

- The friends decide to explore the Great Blue Hole further.
- Cousin Quinn asks Kobee and his friends to put on a concert about pollution and how humans can help the oceans.
- The friends meet another sea creature caught in plastic and in need of help.

Writing Activities

The Parts of a Journey Tale: *Kobee* as mentor text

Journey tales—such as *The Wizard of Oz*, *Chicken Little* or *Kobee Manatee: Climate Change and The Great Blue Hole Hazard*—can be excellent mentor texts for good storytelling. Often, they include vibrant characters, a clear plot arc and a compelling destination.



- **Characters:** Conduct character analyses for Kobee, Tess, Pablo, and Tameeka. Draw four columns on a board or large piece of paper. Label a column for each character. Help students describe each character and record the descriptions in the column under each name. (*Teacher can provide the words, if students are unable to create descriptions themselves. ie. If the word is "brave" in whose column would that word be placed?*)

Next, students need to find evidence within the text to support their description. If evidence is not found for a specific trait, it must be eliminated. Students should record all their findings:

Character	Feels	When/Why

Character	Trait	Evidence

- **Plot:** Journey tales tend to have a very simple plotline with one central conflict or destination. Help students define the plot arc within *Kobee Manatee: Climate Change and The Great Blue Hole Hazard* and other journey tales.

Beginning	Middle	End
<p><i>Now my friends and I are ready for another adventure. This time we are going to Belize...</i></p> <p>Start the journey...</p>	<p>First</p> <p>Then</p> <p>Next</p> <p>After that</p> <p>Finally</p>	<p><i>After the plastic litter was gone, everyone celebrated.</i></p>

Provide a list of possible journeys for Kobee and his friends to take. Using the basic structure of a journey tale, create an original Kobee tale about his next adventure. Students can work either individually or as a class.

Extensions:

Art center ~ Provide a variety of art materials including crayons, pencils, markers, paint, scissors, colored paper, old magazines, and glue for students to illustrate the scenes in their stories.

Drama center ~ Provide puppets, costumes, and props so students can recreate their new fairy tales.

Reading Exploration

Explain to students that although *Kobee Manatee: Climate Change and The Great Blue Hole Hazard* is fiction; it includes many nonfiction facts and information in the Kobee Fun Facts footnotes. However, that does not mean that it includes *everything* to be researched and discussed about the topic.

While reading *Kobee Manatee: Climate Change and The Great Blue Hole Hazard* aloud to the class, have students take notes in two columns:

- Things We Learned
- Questions We Have

Pause before each page turn to add notes to the columns. These columns can either be on individual or hung on the board and worked on as a class.

Things We Learned (Facts)	Questions We Have	Answers We Found

- Once the story is read, discuss the Questions We Have column.
 - Were any of these questions answered as the story went along?
 - If so, ask students to find the answer within the text.
 - Record the answer next to the question in a third column labeled Answers We Found.
- For all remaining questions in the Questions We Have column, that have yet to be answered, students will need to take the steps to find answers, either through Internet or book research.
 - Discuss how to find answers to questions through research.
 - Assign students to specific questions to help them focus.
 - Record all answers in the Answers We Found column.
- After the answers have been shared with the class, engage in a discussion on research practices.
 - What was the most difficult about finding answers?
 - Was it easier to find answers on the Internet or in a book?
 - What tips would you give someone who is about to do research?

Extension: Design and illustrate posters, each representing a Fact, Question, and researched Answer based on *Kobee Manatee: Climate Change and The Great Blue Hole Hazard* and display them within the classroom.

“Humans Can Help”: Writing a Persuasive Essay



Kobee and his friends point out that humans have caused ocean pollution and climate change and therefore, humans need to be the ones to stop it. But how? The first step is letting humans know of the problem and encouraging them to take action. At times like these, a little persuading can help.

Ask your students if they know what “persuade” means. If not, can they make any guesses?

Discuss:

- What it means to persuade
- Times you might want to persuade someone (e.g., persuade your parents to let you stay up late, persuade your teacher to not give a test)

Writing to persuade tells the reader: what you believe; gives the reader at least three reasons why you believe it; and has a good ending sentence. You want to try and convince the reader to agree with you.

Have students, pretending to be Kobee, write a persuasive essay describing the effects of ocean pollution and climate change and why action should be taken to reverse the damage. Use the following TREE structure:

T = Topic sentences

The topic sentence tells the reader about the problem. Example: *I am writing to you because ocean pollution and climate change is endangering all who call the ocean home.*

R = Reasons

The reasons why the oceans are in danger and what can be done to help. Write at least two to four sentences supporting each of the three

reasons. Use evidence directly from the text, especially the Fun Facts sections.

E = Ending

Wrap it up with a conclusive sentence.

E = Examine

Look closely. Do you have all your parts?

Share your essays with the class. Which is the most persuasive? Why do you think so?

Speaking and Listening Activities

Picture books are written to be read aloud. Here are some other ways to bring *Kobee Manatee: Climate Change and The Great Blue Hole Hazard* to life in your classroom and have fun with speaking and listening skills!



Choral Reading

The teacher takes the role of Kobee while the students take the roles of Tess, Pablo, and Tameeka. Read the book aloud together. Emphasize memorization of the students' parts as well as good vocal expression.

Mime

While the teacher reads the book aloud, the students can act out the events in the book. Half the students can be Kobee and half the students can be Pablo, Tess, and Tameeka. Emphasize body motion and facial expressions, as well as listening skills. Switch roles and read the book again.

Drama

Create a TV commercial to encourage people to read *Kobee Manatee: Climate Change and The Great Blue Hole Hazard*.

A Sea Journey Song

Write a song to the tune of "The Wheels on the Bus" about Kobee's adventure. Be sure to include all of the sea friends Kobee meets along the way.

Language Activities

Enviro-Vocabulary

Kobee Manatee: Climate Change and The Great Blue Hole Hazard contains many ocean and pollution related words which may be new for students. Encourage them to use context clues from both the text and illustrations to infer meanings.



Litter	property	polluting	organisms	venomous
Tentacles	coral	algae	fossil fuels	extreme
camouflaged	abyss	descent	spiral	barrier reef

Additional Exploration:

- While they read, ask students to look carefully for words they do not know. As soon as they come across a new vocabulary word, they should jot it down.
- Look up the unknown word in the dictionary. (Depending on the level of your students, a student volunteer can do this or the teacher can.) Read the definition.
- Come up with a way to remember what the word means. Using Total Physical Response, students can create an action that symbolizes the word and helps them remember it.

Math

Word Problems

For younger students, the use of pictures or props can be helpful in figuring out word problems. Note to teachers: Use the word problems below as inspiration to write your own, based on the illustrations in *Kobee Manatee: Climate Change and The Great Blue Hole Hazard* or any other book of study.

The first page:

How many stingrays do you see swimming?
On a piece of paper, draw 4 stingrays.
Draw 2 more stingrays.
How many stingrays are swimming now?
Write the equation: $\underline{\quad} + \underline{\quad} = \underline{\quad}$
What if 3 stingrays swam away. How many stingrays would be left?
Write the equation: $\underline{\quad} - \underline{\quad} = \underline{\quad}$



How many green sea plants do you see?
On a piece of paper, draw 3 green sea plants.
Draw 7 more green sea plants.
How many green sea plants are there now?
Write the equation: $\underline{\quad} + \underline{\quad} = \underline{\quad}$
If 5 green sea plants were eaten by sea creatures, how many green sea plants would be left?
Write the equation: $\underline{\quad} - \underline{\quad} = \underline{\quad}$

Sea Creatures versus Plastic: Counting and Comparison

As a class, create a table to record how many sea creatures and pieces of plastic appear in each spread of *Kobee Manatee: Climate Change and The Great Blue Hole Hazard*.

Spread	How many sea creatures?	How many pieces of plastic?
Ex. "Success!"	7	1
"We're swimming to Belize"		
"We swam through crystal clear water..."		

"Huh?" Pablo said.		
--------------------	--	--

Additional Challenge: Now compare the numbers of sea creatures and pieces of plastic on each spread, using these symbols:

> (is greater than)

= (is equal to)

< (is less than)

Example: On the "Success!" spread, the number of sea creatures is > plastic.

How far is it?: Comparing Distance

When Tess asks Kobee how far away Belize is, he answers that it is five hundred miles from the Cayman Islands. Can you locate the Cayman Islands on a globe? What about Belize?

This activity provides a hands-on view of the planet for kids and explores distances between places of interest on a globe.

You will need:

- A globe
- Modeling clay
- Card stock
- Dot stickers
- Ruler
- Something to write with

Choose the Cayman Islands as "home" and place a dot sticker there. Place another dot on Belize.

Make a strip with modelling clay by rubbing the clay between your palms, or rolling the clay on a table with a palm.

Place the clay strip on the globe to link the Cayman Islands with Belize. This will take some trial and error rolling the clay to get the length just right!

Then, choose other spots on the globe where Kobee could journey. Maybe to your home. Or look at the various adventures Kobee has visited in his other books. Place dots and a clay strip linking these new places to the Cayman Islands.

Observe the design of the modelling clay on the globe. The result will be hub-like with the various spokes coming from the Cayman Islands.

Looking closely at the design, predict which place is farthest away from the Cayman Islands.

Carefully transfer the strips of modelling clay to a simple graph drawn on card stock. Be sure to label each one.

Once the clay is placed on the graph, compare each strip. Determine the shortest and longest distances for Kobee and his friends to travel.

Science

Sea Creature Research Project

There are several sea creatures mentioned in *Kobee Manatee: Climate Change and The Great Blue Hole Hazard*.

Assign each student or pairs of students one of the sea creatures to research on the Internet.

Information to be gathered must include:

- Type of sea creature
- What it eats
- Where it lives
- Draw a picture of the sea creature
- Write 3 words that describe your sea creature
- Interesting fact #1
- Interesting fact #2
- Interesting fact #3

Once all the needed research is done, students must create a poster visual with all the necessary information and present their findings to the class.

OR

Make a book. Students will choose their favorite sea creatures, cut and paste or draw them, and include the facts they have researched.

Manatee Bonus: The Save the Manatee Club's Educator's Guide provides everything and anything you could want to know about manatees. Chock-full of information and activities, this is a wonderful resource for any classroom reading *Kobee Manatee: Climate Change and The Great Blue Hole Hazard*.

What is Climate Change?

Climate change describes a change in the average conditions—such as temperature and rainfall—in a region over a long period of time. NASA scientists have observed Earth’s surface is warming, and many of the warmest years on record have happened in the past 20 years.

For example, 20,000 years ago, much of the United State was covered in glaciers. But today, the United States has a warmer climate and fewer glaciers.

These warming temperatures and changes in precipitation, include:

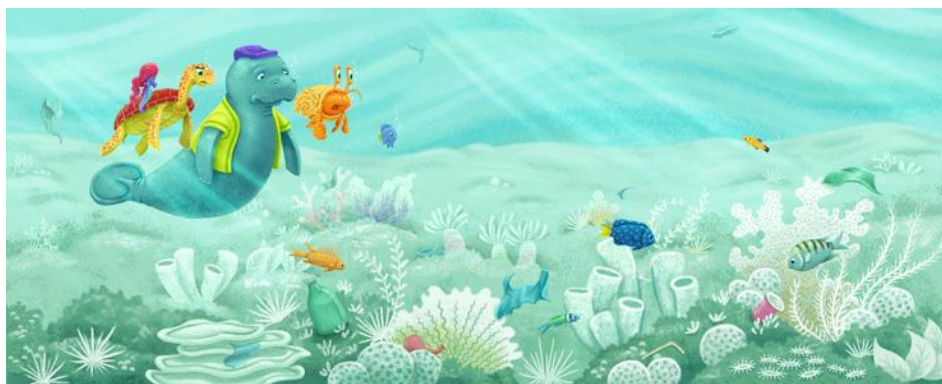
- Rising sea levels
- Shrinking mountain glaciers
- Ice melting at a faster rate than usual in Greenland, Antarctica, and the Arctic
- Changes in flower and plant blooming times.

Earth’s climate has constantly been changing—even long before humans came into the picture. However, scientists have observed unusual changes recently. For example, Earth’s average temperature has been increasing much more quickly than they would expect over the past 150 years.

Learn more at NASA’s Climate Kids: <https://climatekids.nasa.gov/climate-change-evidence>

The Problem with Plastic

Scientists have been warning us since the 1970s that plastics are accumulating in our oceans, waterways, and along our coasts. Great circular patches of plastic have been found floating in virtually every ocean on the planet and the islands of plastic waste have been sighted in the Caribbean, the Pacific Ocean, and off the coast of Indonesia.



By creating plastic and then disregarding it without considering the consequences, we are causing great harm to our oceans, the marine plants and animals that live there, and

to many coastal communities. The good news is that since humans are the ones causing the problem, we also have the power to solve it!

For one week:

1. Go on a plastic journey – make note of all the single-use plastic items you use throughout the day that are simply thrown away.
2. Take a look into your recycling bin and garbage cans. Record items before you throw them away.
3. Keep track of the single-use plastic items you use each day.

Then...

4. After each person in the class has collected their plastic waste for one week, weigh each person's plastic collection and then add up the combined weight to get the total amount of waste generated by the class in one week.
5. Brainstorm ideas about how the waste produced could be reduced—not by recycling, but by reducing use.
6. Use the collected plastic to make a sculpture or art installation to raise awareness of the pollution problem and how oceans are being polluted by plastic.

Build a Recycled Boat

Every day we use lots of plastic products without thinking about their impact on the planet. One way to reduce the impact of this plastic is to reuse or recycle it.

Using plastic items found in their recycling bins, challenge students to create a boat.

Together as a class or individually collect materials, design, and build the boats.

Many of the students will have fun adding various details. A quick internet search can provide information about the parts of various boats.

After assembling their ships and decorating them, students can test their "floatability". A kiddie pool makes an excellent sea for a host of book boats.

Did their boat sink or float? What could they do to improve the boat? Allow time for reflection and more experimenting.

Create awards to increase the competition.

- Biggest Boat
- Most Attractive Boat
- Most Materials Boat

Reduce Your Use

The chart below provides many actions to take that reduce the daily use of plastic. Can you think of others?

How would you like to reduce your plastic use and what actions will you take? Every bit counts.

Action to reduce plastic	Will you do it?	If not, why?
Buy loose fruit and vegetables rather than pre-packaged		
Buy laundry detergent in cardboard boxes		
Use bars of soap instead of liquid		
Drink beverages that come in glass bottles		
Stop using single-use wipes		
Use a reusable water bottle		
Use reusable tote bags or paper instead of plastic		
Stop using plastic straws		
Reuse jars and containers for storing food		
Use reusable chopsticks and cutlery		
Cut down on plastic takeout food containers		

Social Studies

Destination: Belize and the Great Blue Hole

As a class, locate Belize on a map and or/globe. Then, conduct research of Belize and the Great Blue Hole on the Internet.

Information of interest can include:

- History
- Culture
- Music and dance
- Diet
- Shelter
- Climate
- Geography
- Economy

Gather photographs of Belize and the Great Blue Hole.

Then, plan a week-long fictitious trip to Belize. Be sure to plan transportation to and within Belize, food, what to pack, what to do and see. Detail your trip in a daily itinerary. Include a budget, taking into account local economy and the US dollar.

Ask the Ocean Conservationist

Invite an ocean conservationist or marine biologist to your class, or ask them to visit via Zoom or Skype. A local aquarium can be a great resource for finding someone.

Before the visit, make a list of questions. Some sample questions can be:

- What does an ocean conservationist do?
- Why did you choose this career path?
- What do you enjoy most about your job?
- Did anything about your job surprise you?
- How would you describe your best day on the job?
- How would you describe your worst day on the job?
- What advice would you give to someone who is young and wants to take part in ocean conservation?
- What are some everyday challenges you have faced in your career?
- What is the biggest perk to your career?

Provide list of questions ahead of time to the conservationist.

During the visit, students can take turns asking questions clearly and with eye contact.

Everyone should practice taking notes and creating follow up questions.

After the visit, share what you learned with others and discuss what was your biggest takeaway.

A nice alternative to having someone visit the classroom either in person or virtually is to find and watch a video about ocean conservation. There are many, many options. Some examples include:

- What is Marine Conservation? <https://www.youtube.com/watch?v=LKrJ-GO4itk>
- Kids Take Action Against Ocean Plastic (National Geographic)
<https://www.youtube.com/watch?v=hKfV9IquMXA>
- How to Care for the Ocean (National Geographic)
<https://www.youtube.com/watch?v=vjOmyNA4wZ8>
- Our Incredible Ocean: Now is the Time to Protect it (National Geographic)
<https://www.youtube.com/watch?v=o0AOkDpzNBM>
- How We Can Keep Plastic Out of Our Ocean (National Geographic)
<https://www.youtube.com/watch?v=HQTUWK7CM-Y>

Kids Can Make a Difference!

Join Dr. Tracy Fanara (Inspector Planet) on her mission to extend humanity's time here on earth. Tracy is a scientist and program manager at the National Oceanic and Atmospheric Administration (NOAA). At NOAA, she works to protect humans and wildlife by collaborating with scientists and engineers from all over the world. In addition to hundreds of written and broadcasted news outlets and Saturday morning educational television programming on Fox, CBS and ABC, you may have seen her on The Weather Channel as an expert or on the show *Weird Earth* or on the Science Channel's *Mythbusters* and *What On Earth?* Learn more about Tracy at: <https://inspectorplanet.com>

Join Fabien Cousteau on his global mission to raise awareness, educate, and impassion citizens of the world on ways to protect and preserve the Earth's waters, endangered marine life, and marine habitats. Learn more about Fabien at: <https://fabiencousteauolc.org>

Here are some ways your students can make a difference.

1. Raise Awareness – Spread the word in your communities the importance of our oceans and the dangers affecting the ocean and its inhabitants. Create a poster or flyer campaign to educate people about it.
2. Create a school or community mural entitled WE NEED OUR OCEANS to motivate difference and action.
3. Pollution of any kind can get into our waterways. Clean up nature – Volunteer your time to help clean debris and weeds. (Use paper straws instead of plastic straws.)
4. Support ocean and beach conservation organizations – Raise funds through bake sales or car washes so that these organizations can educate people. Contributions and patronage to these organizations help ensure future endeavors and possibilities for generations to come.
5. Be Respectful to Mother Earth –By doing your part, you are lightening a heavy load resting on the shoulders of our great planet.

For other tips to help save the environment, check out 50 Ways to Help (<http://www.50waystohelp.com/>).

- As a class, pledge to do at least ONE of these 50 ways each day for a month.
- For each way the student helps, they will be given a star. (Deeds should be verified with a parent/guardian/teacher's signature).
- The stars can be tallied at the end of the month for prizes. Also, set a class goal, if the class "earns" 200 stars at the end of the month maybe there will be a pizza party!

Save the Manatees ACTION Plan

Not only is our ocean suffering the impact of humans, so are manatees.

Manatees, like Kobee, play an important role in maintaining a healthy ecosystem. They eat a lot of sea grass and by doing so, they keep the grass short, which helps maintain the health of the sea grass beds. They are really adorable lawn mowers!

Kids can have a voice in helping manatees. No one is too young to get involved. Kobee and his friends would appreciate it.

- Write Letters or Send An E-mail to Your School or Local Paper. Tell them about manatees, why you think it is important to protect them, and how people in your school or community can help.
- Work with private organizations, including the Save the Manatee Club and its Adopt-A-Manatee program, to support unreleasable manatees who live in sanctuaries throughout Florida.
 - www.savethemanatee.org
 - www.defenders.org/florida-manatee/how-you-can-help
 - www.wikihow.com/Help-Protect-Manatees
- Organize a bake sale or craft sale or other fundraiser for the manatees.
- Design posters to hang within the school, raising awareness about saving the manatees.
- Create a short documentary about manatees which encourages other kids to help save them.

In addition, there are always a number of issues affecting manatees and their habitat that involve local, state and federal governments. Visit the Take Action page of the Save the Manatee Club web site to find current information on these issues.

<http://www.savethemanatee.org/taactionkids.htm>