BRIAN SKERRY | SECRETS OF THE WHALES

Meet Explorer Brian Skerry from the United States. Brian is a photojournalist specializing in marine wildlife and underwater environments.

For more information on this Explorer [or Explorer's field]:

- Watch THIS VIDEO

- Read THIS ARTICLE

Welcome to our EXPLORER MINDSET IN ACTION EDUCATOR GUIDE. This guide is a learning journey that your learners will experience when engaging with one of our National Geographic Explorers. Each section will enable learners to reflect upon the wonderful exploration happening across the world! For more information about the Explorer Mindset Framework, visit: **https://www.nationalgeographic.org/education/about/explorer-mindset/**

1. EXPLORERS LEARN ABOUT THE WORLD

In this section, learners will have an opportunity to capture background information of a National Geographic Explorer including information about their research and their work.

What is your Explorer's name and where is he/she from?	Provide a brief (1-2 sentences) description of your Explorer's work.	Mark your Explorer's area(s) of focus.
Name: Birthplace:	What: How: Where:	Land Ocean Wildlife Human History and Cultures Human Ingenuity

2. EXPLORERS ARE CURIOUS

In this section, learners will have an opportunity to follow how National Geographic Explorers use the Geo-Inquiry Process as they work on their projects or research. The Geo-Inquiry Process consists of five phases: ASK, COLLECT, VISUALIZE, CREATE, ACT. For more about how to use the Geo-Inquiry Process with your learners visit: **https://www.nationalgeographic.org/education/programs/geo-inquiry/**

Mark what interests you most about the Explorer's work.

ASKING QUESTIONS	COLLECTING INFORMATION	VISUALIZING INFORMATION	CREATING STORIES TO INSPIRE CHANGE	ACT
I am curious about: ■ The Explorer's work location and why it's important. ■ The Explorer's question(s) and problem(s). ■ How the human and natural worlds are affected by the problem.	I am curious about: ■ The data gathered and method of collecting it. ■ The Explorer's involvement in communities. ■ Other team members that work with the Explorer.	I am curious about: ■ How the Explorer organizes collected data. ■ How the Explorer makes sense of collected data. ■ How the Explorer uses maps and graphs.	I am curious about: ■ How the Explorer creates stories to share their work. ■ How the Explorer shares their stories. ■ How the Explorer's stories inspire others to act.	I am curious about: ■ How the Explorer will solve their question(s) and problem(s). ■ How the Explorer works with others to solve their question(s) and problem(s). ■ What motivates the Explorer to take action.

In the space below, share WHICH area initially sparked the most curiosity and WHY.

3: EXPLORERS SEEK UNDERSTANDING

In this section, learners will have the opportunity to identify areas of an Explorer's work that excites them the most and ignites their curiosity. The information your learners provide can be great discussion starters.

Complete the following statements during your Explorer's presentation.

It fascinates me that my Explorer…

For me, the most important aspect of my Explorer's work is…

I now understand why my Explorer…

How does my Explorer's work influence…

My Explorer's work empowers me to…

Today I discovered that I can be an Explorer because…
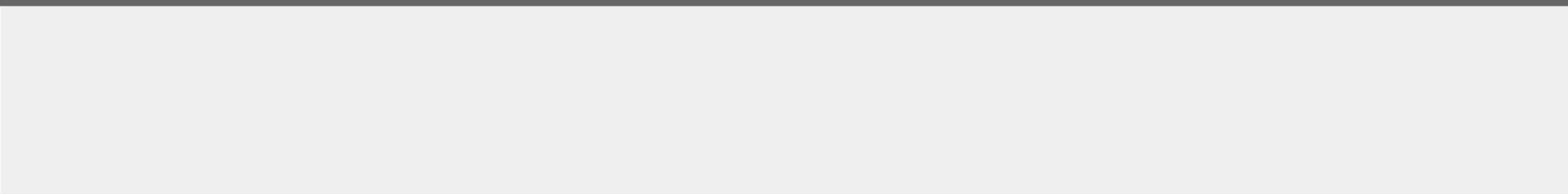
4: EXPLORERS STOP AND THINK

In this section, learners will have the opportunity to explain why their Explorer's work is important to them, why they should care, and what they could do in their communities to support the Explorer's work.

Reflect on your Explorer's presentation and share one area of his/her work towards which you feel most CONNECTED.

Draw a picture or symbol that best represents this area of work and be prepared to circle up and share your WHY with your classmates.

National Geographic Explorers work with communities and invite others to join their cause. How will YOU become involved in your Explorer's work?

5: EXPLORERS IMPACT OTHERS *(EXTENSION)*

This extension activity can be completed after the Explorer's session or presentation.

PART 1: Complete each statement below by marking the box that best represents the impact of your Explorer's work at the local, regional, and global level(s).

This activity allows you to assess how your learners understand and are able to identify the impact of the Explorer's work at different scales (local, regional, global). This is an opportunity to apply the concept "think globally but act locally." By connecting global issues or problems to what is happening in their communities, learners begin to understand how their local actions can have a global impact.

My Explorer impacts the local community...

a little.	somewhat.	a lot.

My Explorer impacts surrounding regions...

a little.	somewhat.	a lot.

My Explorer impacts other countries or global areas...

a little.	somewhat.	a lot.

What area (local, regional, global) does your Explorer impact the most and __WHY__?

PART 2: Think about what you heard during the session with your Explorer today. Now, read each "I CAN" statement below and write "yes" or "no" and provide an example that shows your understanding of the statement.

This activity allows your learners to self assess their understanding of the Explorer's work and the impact of their work. It provides an opportunity for you and your learners to delve deeper into the topic of the Explorer's research, the interconnections between the human and natural worlds at different scales, and the impact of their work.

"I CAN" STATEMENTS	YES or NO	STUDENT EXAMPLE
I can identify where my Explorer works.		
I can explain how my Explorer's work is connected to an issue in my community, regionally or globally.		
I can summarize the factors that control and affect my Explorer's work.		
I can perceive the financial impact of the problem that my Explorer is researching.		
I can explain past events that have affected my Explorer's work.		
I can understand the impact that humans have on my Explorer's area of focus.		
I can explain how landscape has an effect on my Explorer's work and/or the problem they're trying to solve.		