



# Program Planner

Please submit to Camp SEA Lab  
at least 4 weeks prior to your program's start date.

**A. Contact Information:** School Name \_\_\_\_\_ Grade: \_\_\_\_\_

Leader Name: \_\_\_\_\_ Title: \_\_\_\_\_

Phone (cell): \_\_\_\_\_ Best time to call: \_\_\_\_\_ Email: \_\_\_\_\_

**B. Transportation Information**

We will arrive by: (X) Bus  Cars/Vans  Est. Arrival Time: \_\_\_\_\_ Departure: \_\_\_\_\_

**Please note:** Plan to arrive at 11:00 am and depart at 1:00 pm. Be aware that our sites require advance notice in order to accommodate timing adjustments.

**C. Student Information**

Number of **Students** attending: Female \_\_\_\_\_ Male \_\_\_\_\_ Age Range \_\_\_\_\_

Please describe the cultural diversity of your students:

\_\_\_\_\_ % African American \_\_\_\_\_ % Asian/Fillipino \_\_\_\_\_ % Caucasian \_\_\_\_\_ % Hispanic/Latino

\_\_\_\_\_ % Native American \_\_\_\_\_ % Pacific Islander \_\_\_\_\_ % Multi (two or more races)

Include notations of medical, dietary, and special needs on the Pod Assignment forms.

**D. Adult Information:** Additional adults over the ratios stated below will be required to pay the full program tuition.

Number of **Chaperones** attending: Female \_\_\_\_\_ Male \_\_\_\_\_ Age Range \_\_\_\_\_

**Please note:** 1 chaperone per every 10 students is required.

Chaperone names, any medical/dietary considerations, and their child's name:

Number of **Teachers** attending: Female \_\_\_\_\_ Male \_\_\_\_\_

**Please note:** 1 teacher per every 30 students is required.

Teacher names, medical/dietary considerations, and subject(s) taught:

**E. Gear Order (optional)**

\_\_\_\_\_ Yes, we are planning to place an order and will report our tally of items and sizes the week before our program.

\_\_\_\_\_ No, we will not be placing a gear order this year.

Your Camp SEA Lab gear will be distributed at Outdoor School with payment following the program.

**F. Logbooks:** We provide logbooks for your students to use during our instruction time. How do you anticipate utilizing them with your students? (X)  graded activity  non-graded activity  other (state below)

## Instructional Plan

**Day Activities:** Please rate the following activity choices from 1 (most important) to 7 (least important) to help us plan your program. (The **bolded activity choices** represent the core curriculum for our Outdoor School Programs.) Together these activities meet various NGSS standards for 5<sup>th</sup>-8<sup>th</sup> grade, while engaging the students in hands-on, data-driven, environmentally immersive lessons.

- \_\_\_\_\_ **Kayaking the Slough:** Students go on an off-site field trip to Moss Landing Harbor where they learn how to kayak while observing the wildlife of the Elkhorn Slough. *\*Do not choose this item if your school/district does not allow water activities.*
- \_\_\_\_\_ **Plankton & Food Chains:** Students examine plankton samples collected from local marine habitats. They learn how to differentiate various types of plankton and explore the important role plankton plays in marine food webs. Students also build and compete in a STEM challenge to design a neutrally buoyant plankton model.
- \_\_\_\_\_ **Sand Crab Monitoring:** After an introduction to the scientific method, students practice asking questions, designing and implementing a field experiment measuring sand crab populations, and analyzing their collected data.
- \_\_\_\_\_ **Watersheds:** Students design a watershed model to explore the intricate connection between land and sea. While testing their models, students evaluate the simulated effects of various human impacts on their models and propose solutions to common issues threatening numerous California watersheds.
- \_\_\_\_\_ **Marine Debris:** Students examine this marine issue by learning what marine debris is and the role it plays in the health of our ocean. This program may include a beach clean-up and debris analysis of from a local beach.
- \_\_\_\_\_ **Ocean Currents:** Students analyze data collected from a barge spill in 1992 to determine what it can tell us about the movement of ocean currents. After exploring worldwide ocean current patterns, students examine the effects of currents on the transport of nutrients, animals, and debris around Earth's surfaces.
- \_\_\_\_\_ **Ocean Acidification:** Students are introduced to the role pH plays in the ocean and how it relates to ocean health. Students conduct an experiment to simulate the effect that adding carbon dioxide to the Earth's atmosphere has on our world's oceans. (7/8<sup>th</sup> grade recommended)
- \_\_\_\_\_ **Other Notes:** \_\_\_\_\_

**Evening Activities:** Please rate the activity choices from 1 (most important) to 4 (least important).

- \_\_\_\_\_ **Squid-Inside and Out:** Student pairs explore the internal and external anatomy of the Market Squid (*Loligo opalescens*) during a hands-on, instructor-led dissection. A calamari tasting session will follow!
- \_\_\_\_\_ **Beach Campfire:** Students head down to the beach and close the evening with campfire songs & stories. This is a great way to give students some focused play time.
- \_\_\_\_\_ **Into the Abyss:** Students learn about deep-sea habitats, adaptations, and the techniques used to explore this relatively unknown world. A group game illustrates the challenge of finding food in the deep sea.
- \_\_\_\_\_ **Sharks - Secrets Revealed (Night Hike):** Students will get to know some of the top predators in Monterey Bay by using their senses to explore the adaptations sharks possess that make them such effective survivors.

## Academic Content

1. Please list the relevant concepts and activities that you have covered throughout the academic year and how you have prepared your students for the Camp SEA Lab experience.
2. Please describe your learning objectives for your students during their Camp SEA Lab experience.  
*Academic, social, other:*