



Program Planner

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

Group Information

School or Group: _____ Grade: _____

Trip Leader: _____ Title: _____

Phone (home): _____ Phone (cell): _____

Email: _____ Best time to call: _____

Transportation Information

We will arrive by: (✓) Bus Cars/Vans Est. Arrival Time: _____ Departure: _____

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

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 and Dorm Assignment forms.

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 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:

Gear Order (estimate): This pre-program order of Camp SEA Lab gear will be distributed at Outdoor School.

	Youth Large	Adult Small	Adult Medium	Adult Large	Adult X-Large
T-shirt					
Hooded Sweatshirt					

Instructional Plan

Day Activities: Please rate the activity choices from 1 (most important) to 7 (least important).

- _____ *Kayaking the Slough:* Students learn about watersheds and estuarine environments and their importance to the ocean and humans as they kayak Elkhorn Slough and the Moss Landing Harbor. Do not choose this item if your school/district does not allow water activities.
- _____ *Plankton & Food Chains:* Students examine plankton samples taken from our kayak site. They explore plankton adaptations, and human impacts as they study plankton samples and participate in plankton related activities.
- _____ *Sand Crab Monitoring:* Students learn scientific method, data & specimen collection practices, and data evaluation in our monitoring program, adapted from LIMPETS.
- _____ *Ocean Currents & Tides:* Students engage in activities illustrating tidal processes and demonstrating how ocean currents distribute water, nutrients, and debris throughout the globe.
- _____ *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.
- _____ *Water, Water, Water:* Students design a watershed model to discover the intricate connection between land and sea, while discovering the importance and influence of water quality on that connection.
- _____ *Ocean Acidification:* Students will focus on the chemistry of acid and how it relates to ocean health. Students explore the effects of acid on marine invertebrate exoskeletons. (7/8th grade recommended)
- _____ *Other:* _____

Evening Activities: Please rate the activity choices from 1 (most important) to 5 (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 7U dZfY.* Students head down to the beach and close the evening with campfire songs & stories. This is a great way to give students some focused community time.
- _____ *Town Hall Meeting:* Students, acting as stakeholders in a simulated town hall meeting, will dress up and present their roles in defining boundaries for a local Marine Protected Area. (7/8th grade recommended)
- _____ *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:

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