



SCIENCE EYE

1440 SE 15TH ST, STE. 4
FORT LAUDERDALE, FL 33316
954-680-7977 1-800-2-SCIENCE
ENVIROEDU@SCIENCEEYE.COM
WWW.SCIENCEEYE.COM

8/27/2018

General Elementary Coastal Exploration Itinerary (to Florida State's Mizell-Johnson State Park)

- 8:00-8:20 **Students picked up from school and loaded onto bus.**
- 8:20-9:00 **On bus, students receive a safety briefing, background on the Coast and are divided into 3 marine biology groups and further divided into 4 subgroups.**
- 9:00-9:20 **Students unload from the bus; they are escorted to the field studies location and continue with the Coastal introduction.**
- 9:20-10:33 **Groups A, B and C are split to do their activities:**
*Group A walks the dune and hammock: discussing dune succession, compares plant communities, identifies plants by physical characteristics and shapes, determines the significance of barrier islands, understand ethnobotany
*Group B investigates the fauna: search for interstitial species, investigate the wrack line, tow a plankton net to analyze surf organisms, connect food chains and food webs, understand animal adaptations, eat lunch
*Group C analyzes the physical and chemical aspects of the ocean: determine water movement by testing collecting data to understand tidal fluctuations, conduct water chemistry tests, observe human impact on the shoreline
- 10:33-11:46 **Groups A, B and C are split to do their activities:**
*Group A walks the dune and hammock: discussing dune succession, compares plant communities, identifies plants by physical characteristics and shapes, determines the significance of barrier islands, understand ethnobotany
*Group B investigates the fauna: search for interstitial species, investigate the wrack line, tow a plankton net to analyze surf organisms, connect food chains and food webs, understand animal adaptations, eat lunch
*Group C analyzes the physical and chemical aspects of the ocean: determine water movement by testing collecting data to understand tidal fluctuations, conduct water chemistry tests, observe human impact on the shoreline
- 11:46-1:00 **Groups A, B and C are split to do their activities:**
*Group A walks the dune and hammock: discussing dune succession, compares plant communities, identifies plants by physical characteristics and shapes, determines the significance of barrier islands, understand ethnobotany
*Group B investigates the fauna: search for interstitial species, investigate the wrack line, tow a plankton net to analyze surf organisms, connect food chains and food webs, understand animal adaptations, eat lunch
*Group C analyzes the physical and chemical aspects of the ocean: determine water movement by testing collecting data to understand tidal fluctuations, conduct water chemistry tests, observe human impact on the shoreline 1:00-1:45
- 1:00-1:45 **All students collect their belongings and load onto the bus. During the bus ride home, the day is wrapped-up.**

These times are approximate and are dependant on the school's start and end times.