



# Short Marine Activities

## **Tidepool Bingo (10-15 minutes)**

This activity gives students an opportunity to look for where organisms live in the intertidal area and learn about their adaptations. Divide the students into small groups of three or four. Give each group a bingo card. Designate two or three adult leaders to be the official judges. Explain to the students that they have to work with the members of their group to try and find the marine invertebrates on their bingo card. Once the invertebrate is located, the group must explain to the judge one (or more) interesting adaptations about the organism. The first group to get a bingo wins. Prizes are up to you!

## **Silent Observation (5-10 minutes)**

This activity allows students to observe organisms in their habitat. Have students pick an organism in the intertidal area. Have the students go to a designated area to silently watch their organisms for a minute or two. After their observation time, have students share interesting or surprising things they observed.

## **Tidepool Scavenger Hunt (10-20 minutes)**

Break the students into small groups of two or three. Hand out the scavenger hunt card. Remind students of the rules about tidepool etiquette while looking for items on the list, and let them know that some of the items on the list should not be collected but instead described. First team to finish wins!

## **Tidepool Observation (20-30 minutes)**

Break the students into small groups. Each group must locate a single tidepool or edge of the tidal creek to observe. Students need to sketch the tidepool, make a list of the species present, record observations of the physical characteristics of the tidepool (temperature, pH, salinity, light, etc.) Students should pay special attention to where the organisms seem to be located in the tidepool relative to each other and physical characteristics of the pool. Gather groups back together to compare data from the various tidepools and discuss: whether the physical environment seemed to alter the species composition and location in the tidepool, the challenges of living in a tidepool, and how the organisms observed have adapted to these challenges. *Materials needed: journals or clipboard with paper, pencil, ID Guides, tools to gather data about physical characteristics (thermometer, pH indicator, etc.)*

## **Algae Collection for Pressing (5-10 minutes)**

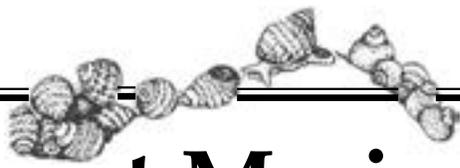
### *Only at Kasitsna Bay*

Collect algae for students to observe, identify, and later press. Be sure to record the number of individual algae colonies ("plants") you collect for our permit. Discuss importance of algae to marine food webs, as well as subsistence use by humans and explain why its harvest is regulated. Transport algae back to lab for pressing. See page 44 for further details on algae pressing.

## **Who Am I? (5-10 minutes)**

Place a fish card, invertebrate card, or a taped piece of paper with an animal name on it to the back of each student. Have the students ask one another yes or no questions to figure out what animal they have on their backs. Good questions to ask include questions about phyla, body type, distinct features, habitat preference, etc.





# Short Marine Games

## **Shark, Seal, Octopus (aka Ro Sham Bo)**

### **10-15 minutes**

Establish two goal areas at each end of a specific boundary. Break the group into two equal teams. Each team secretly decides as a whole which animal they want to be. Each animal has a symbol: shark = clap hands together on top of head, octopus = hook thumbs and wiggle eight fingers, seal = clap hands together in front of stomach. The teams line up facing one another in the middle of the field. Then the leader of the game says "One, Two, Three, Shoot!" and each team shows their animal symbol. Shark "eats" seal, seal "eats" octopus, and octopus eats "shark." The team that is the predator chases the team that is prey to their goal line. If a prey is tagged by a predator before they reach the goal, then they are eaten and join the other team. Play continues. If both teams show the same animal symbol, simply regroup and decide the next one for face-off. You can discuss how populations of animals change depending on food resources and/or food chains. Continue play until everyone is on one team, or until group tires of game.

## **Sculpin Tag (aka Whale/Plankton Barnacle)**

### **10-15 minutes**

This is a simple game of tag influenced by the marine environment. First, establish a set of boundaries representing a tidepool. Anyone who is chased out of the boundaries is out of the game. Have someone volunteer to be IT. He/she is the sculpin, and everyone else is a baby fish in the tidepool. Discuss sculpin and their poisonous dorsal spines and their habitat in intertidal zones or tidepools at low tides. Discuss other animals that might live in tidepools such as baby fish trapped at low tides, anemones, etc. When you play, anyone who is tagged becomes an anemone and must stay in one place. Because anemones have stinging cells, they too can tag salmon smolt that swim within their reach. The game is over

when there are no baby fish left. This game provides an opportunity to talk about tidepools and adaptations of tidepool animals

This game can be played instead with a whale and plankton. Plankton run across the playing area, while the whale tries to "eat" them by tagging. Tagged plankton become barnacles. They must stay in one place, but can try to reach out and "eat" plankton that swim past by tagging them. Again, the game is over when there is no plankton left. This game provides a chance to discuss the variety of animals that eat plankton, as well as animals that go through a juvenile phase as plankton. You can also touch on pollution and diminishing resources.

## **Crab Tag (aka Everyone's It)**

### **5-10 minutes**

In this game, everyone is IT. The claws formed by your index fingers and thumbs are your only form of defense and you must (gently) tag (not pinch!) someone on the upper arm with this "claw." You can only tag with one of your claws at a time. If you get tagged, you lose a claw. Once you are tagged twice and have no claws left, you are out. The last one with claw(s) left wins. At the end of a couple rounds, you can discuss animal defense mechanisms. What techniques worked or did not work to keep claws safe? You can also discuss how crabs are able to regrow claws after molting.

## **Kelp Forest Tag (aka Elbow Tag)**

### **10-30 minutes**

Pick one student to be predator (shark, sea otter) and one student to be prey (fish, crab). The rest of the students spread out in linked pairs. The predator chases the prey, but the prey can "hide" in the kelp forest by linking on to a pair of students. The student on the opposite end of the link then becomes prey. If the predator tags the prey, they switch roles. This game can continue forever.

