

## General Post Activities

### Grades K-5

1. As a follow up to your trip, go over your "experience list", making additions and corrections to misconceptions. How many of the questions that the students' had prior to their trip can they answer now?
2. As a follow up to your trip, go over the marine ecosystem mural you created before your visit and make any additions or corrections. You can also create a food web by drawing arrows to connect who eats who.
3. Have your students create a new marine animal using some of the adaptations learned at the ASLC. Have each student draw and explain their marine animal to the class.
4. Ask your students to write a one-sentence description of the most interesting marine organism they found at the ASLC. Have each student read his or her description to the class and have the class try to guess what the organism is.
5. Incorporate marine organisms or topics in your spelling lists, language arts lessons, grammar lessons or math word problems.
6. Create a crossword puzzle with words relating to the marine environment. <http://puzzlemaker.school.discovery.com/>
7. Watch a marine ecosystem related video and discuss your student's favorite parts. Some suggestions include: The Blue Planet Series, Alaska: Alaska's Sea Life, Steller Sea Lions in Jeopardy and Marine Bioluminescence: Secret Light in the Sea.

### Grades 6-9

1. As a follow up to your trip, go over your "experience list", making additions and corrections to misconceptions. How many of the questions that the students' had prior to their trip can they answer now?
2. As a follow up to your trip, go over the marine ecosystem mural you created before your visit and make any additions or corrections. You can also create a food web by drawing arrows to connect who eats who.
3. Incorporate marine organisms or topics in your spelling lists, language arts lessons, grammar lessons or math word problems.

4. Ask your students to write a one-sentence description of the most interesting marine organism they found at the ASLC. Have each student read his or her description to the class and have the class try to guess what the organism is.
5. Have your students create a new marine animal using the adaptations learned at the ASLC. Have each student draw and explain their marine animal to the class.
6. Have your students create a poster about a specific educational program, exhibit or animal they learned about during their ASLC visit.
7. Watch a marine ecosystem related video and discuss your student's favorite parts. Some suggestions include: *The Blue Planet Series*, *Alaska: Alaska's Sea Life*, *Steller Sea Lions in Jeopardy* and *Marine Bioluminescence: Secret Light in the Sea*.
8. Divide students into cooperative groups. Have each group create a skit that shows why marine research is important.
9. Hypothesize about the effect of an oil spill on the marine environment. How would you tackle the clean up efforts? How would this effect the intricate food web? How can we help? Discuss why marine research is important.