



THE UNIVERSITY OF GEORGIA
COOPERATIVE EXTENSION
Colleges of Agricultural and Environmental Sciences & Family and Consumer Sciences

Jekyll Island 4-H Center



*Marine & Environmental Education Program
Teacher Trip Planner*

Learning *for* **Life**

Updated 2008

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Welcome to Georgia 4-H Environmental Education!

As one of the nation's largest providers of residential environmental education, the Georgia 4-H Environmental Education Program invites your school to join the safe haven of Georgia's Outdoor Classroom. Operating September through May of each year, Rock Eagle, Wahsega, Fortson, Jekyll and Tybee provide sites throughout the state for quality field study residential experiences. Research-based curriculum correlates to Georgia Performance Standards, providing hands-on learning in the real world. Endorsed by the Georgia Department of Education and in compliance with the time-on-task ruling, the Georgia 4-H Environmental Education Program is operated by the University of Georgia Cooperative Extension.

Georgia 4-H Mission Statement

To assist youth in acquiring knowledge, developing life skills and forming attitudes that will enable them to become self-directing, productive and contributing citizens.

Georgia 4-H Vision

A world in which youth and adults learn, grow and work together as catalysts for positive change.

Georgia 4-H Environmental Education Objectives

- ✿ To develop an awareness, knowledge and appreciation of the environment
- ✿ To cultivate curiosity, critical reasoning and evaluation
- ✿ To develop positive relationships among students and teachers
- ✿ To make the school program more meaningful by applying knowledge and skills acquired in the classroom to real life situations
- ✿ To provide experiences in using scientific processes, such as observing, measuring, and classifying
- ✿ To develop self-confidence and physical fitness
- ✿ To develop appreciation for the local and natural history of an area

Contact Info for Georgia 4-H Environmental Education

Jekyll Island 4-H Center: Donna Stewart, 201 S. Beachview Drive, Jekyll Island, GA 31527
912-635-4117, email: donnast@uga.edu , website: www.jekyll4h.org

Burton 4-H Center: David Weber, 9 Lewis Avenue, Tybee Island, GA 31328
912-786-5534, email: dweber@uga.edu, website: www.burton4h.org

Rock Eagle 4-H Center: Kelly Scott, 350 Rock Eagle Rd. NW, Eatonton, GA 31024
706-484-2862, email: kellyjo@uga.edu , website: www.rockeagle4h.org

Wahsega 4-H Center: Jenny Kvapil, 77 Cloverleaf Trail, Dahlonega, GA 30533
706-864-2050, email: jennyk@uga.edu, website: www.wahsega4h.org

Fortson 4-H Center: Susie Greer, 999 Fortson Rd., Hampton, GA 30228
770-946-3276, email: sgreer4h@uga.edu, website: www.fortson4h.org

More info about Georgia 4-H EE programs can be found at www.georgia4h.org/ee.



A letter of support from a fellow educator:



**Medlock
Bridge
Elementary**

**Margaret Pupillo, Principal
Deborah Pernice, Assistant Principal**

Our mission is to educate and inspire all students to be lifelong learners.

November 28, 2005

Jekyll Island 4-H Staff,

The Medlock Bridge Elementary 5th grade teachers, parents, students and administration would like to express our appreciation for your program. Every aspect of the three day experience is well organized. Each lesson and field experience is prepared and delivered by an enthusiastic, knowledgeable staff member. The food is delicious and the accommodations clean and comfortable. You have even helped us out with students that need a special diet. We appreciate the detailed schedule and room information you provide. Our teachers and parent chaperones know at all times where to be and what to do. Every year our 5th grade parents vie for an opportunity to chaperone this trip because previous chaperones spread the news of the wonderful experience. We eagerly await our next visit in February and look forward to many years of learning with you.

Sincerely,

Debbie Doyle
Curriculum Support Teacher
Fulton County School System

10215 Medlock Bridge Parkway Alpharetta, GA 30022 phone 770-623-2980 fax 770-623-2988

2008 -09 Fees & Rates

***ALL FEES ARE ASSESSED PER PERSON.
THIS INCLUDES ALL ADULTS AND STUDENTS!***

Residential Fees

Lunch to Lunch Program (Mon. – Wed. or Wed. – Fri.) = \$92.00 per person

Includes 2 nights lodging, 7 meals, & 12 educational programs:

- 8 day programs @ 1.5 hrs each (7 taught by Jekyll staff, 1 taught by visiting school)
- 4 evening programs @ 1 hr each (2 taught by Jekyll staff, 2 taught by visiting school)

Sunday evening to Wednesday Lunch = \$110.90 per person

Includes 3 nights lodging, 8 meals, & 14 educational programs:

- 10 day programs @ 1.5 hrs each (9 taught by Jekyll staff, 1 taught by visiting school)
- 4 evening programs @ 1 hr each (2 taught by Jekyll staff, 2 taught by visiting school)
 - No meals and no education programs offered by Jekyll staff on Sundays
 - Sunday arrivals must have a one hour arrival time window
 - Activities and supervision on Sundays are the responsibility of visiting school

*Taking one meal off of a program decreases cost by \$2 per person

*Other options may be available, call reservation contact for more information

Day-Use Fees

Day programs are scheduled, when space permits, around residential groups. The cost for an hour and a half program is \$6.50 per person. We charge all individuals participating in the program (students, adults, and teachers). Because of limited staff and space, day groups may not be scheduled at all times of the year. Please call for availability.

Reservation Information

Jekyll Island 4-H Center operates its day and residential environmental education programs from September through May of each school year. **The books typically open for reservations each August for the next school year (example: 2009-10 books open August 2008).** Scheduling a field study involves many variables, and your choices may be limited by the availability of dates. Before you commit to a date, be sure to review the school calendar to consider your school's dates for grade level events, sporting events, holidays, breaks, testing, teacher work days, and any other school functions.

If you are able to call as soon as the books open and you have an entire school year to choose from, **WHAT MONTH IS BEST?** Below is a list of things to consider for each time of year. There is no way to predict the weather, and you should always be prepared to experience all that mother nature has to offer at any time.

Early Fall (September – October)

- Weather is warm, but it's still hurricane season and can be rainy.
- The sand gnats aren't usually biting, but the mosquitoes can be.
- All classes are offered this time of year.
- Students and teachers can bond early on, but fundraising needs to happen quickly.
- Students are motivated and ready to learn.
- Information can be a great preview for lessons all year long.
- Doesn't usually conflict with school/ system/ state testing.

Late Fall (November – December)

- Weather can be cooler, layers are necessary to be comfortable in classes.
- The mosquitoes aren't usually biting, but the sand gnats can be.
- The water and air temperature are too cool to offer seining and nets.
- It's darker earlier in the evenings which makes campfire and night walks extra fun!
- Students are motivated and ready to learn, but also anxious for the holidays.
- Doesn't usually conflict with school/ system/ state testing.



Early Spring (January - March)

- Weather is variable, so you have to come prepared for warm and cold.
- Insects aren't usually a problem (maybe sand gnats on a warm day)
- It's plenty dark for campfires and night walks.
- Seining and nets is still not offered (air and water too cool).
- Students and teachers are very comfortable with each other and know the routines.
- Can be a nice break between winter holidays and spring break.
- Doesn't usually conflict with school/ system/ state testing.

Late Spring (April - May)

- Weather is warmer (can be windy), and can even be hot!
- Afternoon thunderstorms are a possibility.
- Insects depend on temperature (sand gnats cooler, mosquitoes warmer)
- Campfire and night walks are more difficult as it stays lighter later at night.
- Seining and nets begins again sometime in April when water temps warm up.
- Swimming becomes more of a temptation for students, but is not allowed!
- Can conflict with school/ system/ state testing, be sure to check calendar.

- Great end of the year field study!

Reservation Contact

Donna Stewart, 4-H Center Director

201 S. Beachview Drive, Jekyll Island, GA 31527

PH: 912-635-4117 FAX: 912-635-4135 EMAIL: donnast@uga.edu

Office Hours: 8 am – 5 pm, Monday - Friday (voice mail 24 hours a day, 7 days a week)

Contract, Deposit, & Incurred Cost

Your reservation is not confirmed until we receive your signed contract and a \$250 deposit. Please try to reserve with the most accurate number possible. Because all individuals who attend pay, we ask for reservations to be total number of people (students and adults total). As changes in numbers are inevitable, the first 10% drop in numbers is accepted free of charge by the center. After the first 10% drop, there is a \$25 per person charge for each person reserved and not showing. Schools canceling within eight weeks of their scheduled trip will be charged \$25 for each reserved space.

Transportation



Use any licensed transportation or school buses when available. It may be necessary for schools to provide transportation to certain classes while at the field study (details in “Class Listings” section). We also strongly recommend that all groups bring at least one vehicle (not a bus) in case of minor emergencies and for personal convenience. We are located approximately 20 minutes from Brunswick, and minor injuries and/or illnesses that require a doctor may result in teachers being gone for several hours. Of course, any participant with life threatening emergencies can be transported to the nearest medical facility by a local ambulance/EMS.

Student/Adult Ratios & Instruction

The minimum student to adult ratio we require from you is 13:1. The decision of how many adults and what mix of adults (school teachers, school/county administrators, school nurses, county extension employees, or parents) is your choice. But, please keep in mind, all individuals who come are considered “participants” and are charged the same (adults and students). We also require that all students and adults attend classes and that all adults are active in the supervision of the students. Additionally, each school is required to teach one scheduled day classes and two scheduled evening classes. The remainder of your classes will be taught by Jekyll Island 4-H Center’s full-time teaching staff.

Thank you!

The Jekyll Island 4-H Environmental Education Program encompasses many aspects of the marine environment, is aligned with the most current Georgia state curriculum and standards, allows students to be active participants in the learning experience, and encourages teacher-student interactions in an atmosphere much different than the traditional classroom. Thank you for taking the time and effort to share this unique learning experience with your students. It requires a great deal of work to put the field study together, but when you see a child grasp a concept and enjoy learning, you’ll know it was all worthwhile. We are excited to work with you to plan your field study. Please

take time to read this planner and contact us as we can be of assistance to you. We'll see you at the beach!

Special Services & Emergency Procedures

Accessibility



Please do not let a disability keep anyone from attending our program. We have accessible sleeping rooms as well as one beach wheelchair available for use by visiting groups. If anyone in the group has special needs, we are glad to do what we can to accommodate them. However, please realize that a great portion of our programming takes place outdoors, and not all natural areas are accessible. If you have questions about whether certain special needs can be met, don't hesitate to call or schedule a visit to our center.

Custom Food Services

Our kitchen manager is an experienced food service provider. We make every effort to accommodate our visitors with special dietary needs. However, in certain cases, a student may need to provide their own food. We can offer assistance in the storage of foods brought in these circumstances. We also appreciate advanced warning of any special dietary needs.

Prayer or worship services

We can work with you to schedule times and possibly provide space for religious services. To avoid scheduling conflicts with other groups, mention these needs to the reservation contact when you make class selections.

Trash & Recycling

We ask that all visitors help keep the center clean and litter free. We schedule center-wide clean-ups if necessary and may even close canteen as an incentive to clean. Because we recycle cans, we also ask that participants make extra efforts to return these items to the recycling center in the pavilion.

Lost & Found

We have a lost and found area in the EE office by the breezeway in the dorms. We encourage students to be responsible for their own materials. An adult must accompany students to the lost and found area. Items left behind after groups leave are kept for short periods of time and are then donated. Unfortunately, we are unable to mail back lost items unless the owner supplies the postage.

Jekyll Island 4-H Center is not responsible for lost or stolen items.

First Aid Station

Jekyll 4-H does not provide an on-site nurse and we strongly recommend that each school bring appropriate first aid supplies. Minor incidents can be treated in the first aid station located in the EE office by the breezeway in the dorms. An adult must accompany a student to the first aid station. You must check your students medical forms and/or call parents before dispensing first aid supplies. Please sign our Incident Report Form located on the clipboard in the first aid station.

Medication/Permission Slips/Medical Insurance

Visiting teachers and/or school nurses are responsible for keeping up with student medication. Refrigeration can be provided if necessary for medication. Visiting teachers are also responsible for keeping up with permission slips. Jekyll will not collect these for each child. Jekyll is not responsible for your group's medical insurance. Inexpensive insurance may be available through your local Extension Office.

Accidents & Illnesses

The Jekyll staff is not authorized to treat illnesses or accidents. We strongly recommend that an adult with your group drive a vehicle to Jekyll that can be used to transport individuals in the event of an emergency. We do have a local 911/EMS service that can send ambulances to respond to emergencies. In case of an extreme home emergency after hours, your school can contact the Georgia State Patrol at 912-635-2303; the patrol can relay a message to the center. During regular office hours, messages can be relayed through the Jekyll Island 4-H Center main office at 912-635-4115 (or 4117).



Fire

The fire alarm would alert individuals of a fire. All people would be evacuated from the building. No one would be allowed re-entry into a burning building. Evacuations should take place around the outside of buildings (and not under breezeways or hallways).

Weather Issues/Lightning

Jekyll runs classes rain or shine. The most comfortable participants are those that are prepared with ponchos, rain jackets, hats, and/or rain pants. In the event of lightning, we will move classes indoors until we haven't seen lightning for at least 15 minutes. In sudden severe weather emergencies, move inside as quickly as possible (take cover) and stay away from windows and appliances. If you are trapped outside, avoid tall trees and open fields, and lie flat in a ditch if necessary.

Missing Persons

It is the responsibility of the visiting adults to maintain group counts. Notify a Jekyll staff member if an individual is missing ASAP.



Field Study Checklist

Delegate responsibilities where appropriate

- Make reservations with Jekyll Island 4-H Center
- Send signed contract and deposit to Jekyll 4-H to confirm reservations
- Collect deposits/partial payment from all students who plan to attend
- Make transportation arrangements
- Announce the parent meeting & hand out meeting notices
- Hold parent meeting & distribute parent letters, handouts, and permission slips
- Collect all permission slips &/or partial payment
- Choose classes and contact Jekyll 4-H with this information
- Notify Jekyll 4-H of any special needs accommodations
- Choose chaperones (school staff only or school staff/ parent mix)
- Collect final payment from participants
- Call Jekyll 4-H with t-shirt order and sizes (if pre-ordering bulk purchase)
- Make teaching group assignments (as evenly as possible)
- Make dorm group assignments
- Make KP assignments
- Plan teacher-led classes and gather any necessary supplies
- Finalize transportation arrangements
- Make name tags
- Hold chaperone meeting and distribute chaperone packets
- Print directions to Jekyll Island 4-H Center
- Have school/system business office cut



final check and bring to field study

- Load buses & take roll at departure time

Class Listings and Descriptions

When you call to select your classes, the number of classes and types you choose will depend on the length of your stay. Below is a worksheet that will help you select classes for our lunch to lunch programs. The class listings that follow are broken into day and evening sections. Within these sections, classes are grouped by Jekyll-led or by teacher-led. Once you have relayed your class selections to the Jekyll reservation contact, we will work up your schedule including number of teaching groups and the class rotations which will be mailed to you promptly. Please call well in advance of your trip to discuss any special programming. Otherwise, the Jekyll staff will contact you approximately one month before your trip to begin working on your schedule. Please make sure we are able to reach you via phone or email. Failure to establish contact regarding class selection could result in the inability to accommodate all requests (some classes are first-come, first-served and others require advanced planning and/or ordering of materials).

Class Selection for Lunch to Lunch Program

Monday – Wednesday or Wednesday – Friday

(arrival time ~ 11:30 a.m. on incoming day, departure time ~ 1:00 p.m. on outgoing day)

- 8 total day classes (7 taught by Jekyll staff, 1 taught by visiting school)
- 4 total evening classes (2 taught by Jekyll staff, 2 taught by visiting school)

Day Classes

3 day core classes, taught by Jekyll staff:

1. Beach Ecology
 2. Maritime Forest Ecology
 3. Salt Marsh Ecology
- 4 day electives, taught by Jekyll staff:*
4. _____
 5. _____
 6. _____
 7. _____

1 day elective, taught by visiting school:

8. _____

Evening Classes

2 evening electives, taught by Jekyll staff:

1. _____
2. _____

2 evening electives, taught by visiting school:

1. _____
2. _____

Day Classes

Jekyll-Led (*core classes required for residential groups)

Beach Ecology* - Examines barrier island dynamics, erosion, and accretion. Other topics include the organisms that are found on the beach, importance of the dunes, and dune plants.

Maritime Forest Ecology* - A study of the process of succession from the beach into the mature maritime forest. Class also includes discussion of major animals and plants, the importance of freshwater sloughs, and decomposers of the forest.

Salt Marsh Ecology* - A study of the salt marsh. Concepts include major plants (*Spartina*), marsh animals (fiddler crabs, mussels, and birds), additional concepts such as food webs and tides are discussed. *This is an off-site class.*

Botany – An investigation of common plants on Jekyll Island including lessons on characteristics, identification, taxonomy, and adaptations.

Dock Study – Students will use dip nets to collect and study organisms from the fouling community at the dock. They will examine their finds under microscopes in our lab. *This is an off-site class.*

Fish Dissection – Students will dissect a yellow perch (9-12 inches) to focus on biology and anatomy of this animal. There will be an additional charge of \$9 per fish to cover the cost and supplies. We recommend 3-4 fish per teaching group. Please schedule this class at least 3 weeks in advance to allow enough time to order the fish.

Herpetology – A hands-on study of amphibians and reptiles including adaptations, misconceptions, etc. Emphasis is placed on indigenous species of the southeast.

North End (a.k.a. Coastal Concerns) – Students will compare and contrast the north end and the south end beaches. Discussions will focus on the natural erosion and accretion patterns, human impacts, and possible solutions. *This is an off-site class.*

Orienteering – Students will learn how to use a magnetic compass. An orienteering course is set up on which to practice skills. Compasses are provided.

Ornithology – A study of birds using binoculars and field guides. Emphasis is placed on coastal birds, their adaptations, and behaviors. *This is an off-site class.*

Plankton Lab – A detailed look at plankton and its importance in the marine environment. A great class for small and advanced groups. *This is an off-site class.*

Seining & Nets – Students will use a seine net to capture organisms in the surf. Concepts include animal adaptations and identification (*offered mid-March – October*).

Slough – An exploration of local freshwater sloughs. Students will collect and identify organisms and discuss the differences between salt and fresh water systems. *This is an off-site class.*

Sand Lab/Beach Profile – Investigate the origins of sand and how sand grain size influences the beach. Students then survey and measure the Jekyll beach from the primary dune to the water. Skills used in this class include measurement, geography, map reading, and graphing.

Teacher-Led (curriculum & some materials available)

Biking – Bikes may be available for a Jekyll tour. This class is best for smaller groups (< 50 total). *A separate check must be made out to Wheel Fun Rentals (\$5 per person). School transportation required.*

Boat Tour – Explore the estuary by boat while enjoying a dolphin tour and trawl. Boat leaves from the Jekyll Wharf (20 person minimum). *A separate check must be made out to St. Simons Transit (\$13 per person). School transportation required.*

Canoeing – Take your students for a trip around the pond at Tidelands by Canoe. This class is best for smaller groups (< 50 total). *A separate check must be made out to Tidelands Nature Center (\$5 per person). School transportation required.*

Explore the Beach – A beach walk that allows for discovery, sand sculpture, and review of concepts previously covered in other classes. Curriculum includes a scavenger hunt. This class must be organized to avoid disrupting any other classes on the beach.

Fort Frederica – Explore a historic British fort located on St. Simons Island. The fort is ~ 1/2 hour from Jekyll, so this trip takes two class slots. You must complete a waiver and send to Ft. Frederica prior to trip. *School transportation required.*

Historic District – Explore the history of Jekyll Island on a tram tour of the historic district (20 person minimum). *A separate check must be made out to Jekyll Island Museum (\$4 per person). School transportation required.*

Journals – Allow for supervised time for journal writing and reflection. Use the journal questions we provide or develop your own.

Organized Volleyball/ Games – The center will provide volleyballs and basketballs for use in supervised games.

On the Spot – Have students tackle various physical and mental problem-solving challenges done in large or small groups. We provide some equipment (or bring your own) to encourage students to think logically and cooperate as a group.

Mermaids and Manatees – This creative activity promotes observation and communication skills. Students describe and draw strange and unfamiliar sea creatures. Some materials are available.

Paper Re-Making – Students examine the process of recycling paper using hands-on approach. We provide materials and students keep their paper.

Tidelands Nature Center – Enjoy a leisurely stroll and scavenger hunt through our nature center. *A separate check must be made out to Tidelands Nature Center (\$2 per person). School transportation required.*

Evening Classes

Jekyll-Led

Astronomy – Students learn all about space through a power point which includes info on galaxies, planets, stars, and constellations. Class ends with a visit outside to check out the real thing (weather permitting). *This is a large group, lecture-style class.*

Endangered Species – Students explore the causes and consequences of the loss of plant and animals species, and how individuals can make a difference. Includes a “Jeopardy” style review game. *This is a large group, lecture-style class.*

Environmental Issues – Divided in various interest groups, students debate controversial environmental issues. *This is a large group, lecture-style class.*

Fish Kits- A creative look at fish adaptations and characteristics. *Several teaching groups may be combined for this class.*

Hurricanes – Hurricane formation, movement, and tracking will be addressed in a powerpoint presentation. Activities also help students understand hurricanes. *This is a large group, lecture-style class.*

Marine Mammals – A look at the marine mammals of the southeast, including whales, dolphins and the manatee. *This is a large group, lecture-style class.*

Night Walk – A quiet walk done by teaching groups incorporating sensory activities and beach exploration at night. Astronomy may be added if conditions are favorable.

Sea Turtles – A look at the life of a sea turtle with attention given to understanding current issues. *This is a large group, lecture-style class.*

Sharks – An enlightening discussion of sharks concerning general adaptations and common misconceptions of these animals. *This is a large group, lecture-style class.*

Snakes (*Available Fall 2006*). Students will receive a hands-on experience with snakes, while learning conservation issues. The class will also discuss snakes indigenous to southeast Georgia and common misconceptions, physical characteristics, etc. *Several teaching groups may be combined for this class.*

Water Thick & Thin – This class is designed to give students a basic understanding of water chemistry. *Several teaching groups may be combined for this class.*

Teacher-Led (curriculum & some materials available)

Campfire – We set up the fire, you light it and entertain your students. Sing songs, tell stories, or roast marshmallows. Please bring your own roasting sticks and supplies. Fire ring reserved on a first-call, first-served basis for evening slots. *Please note, during dry times, the island issues fire bans and we are forced to cancel campfires...have a back up plan in mind).*

Gyotaku – Make your own fish prints. We supply the rubber fish models, you supply the paint and printing materials.

Journals – Supervised time for journal writing and reflection. Use the journal questions we provide or develop your own.

Mermaids and Manatees – This creative activity promotes observation and communication skills. Students describe and draw strange and unfamiliar sea creatures. Some materials are available.

Night Walk- Explore the beach at night. No flashlights permitted on beach during turtle season. This class will need to be organized to avoid interfering with other night walks.

Ocean Bingo - Get students thinking about the variety of life in the ocean. Students will use listening and puzzle-solving skills to figure out the bingo clues.

On-the-Spot – Have students tackle various physical and mental problem-solving challenges done in large or small groups. We provide some equipment (or bring your own) to encourage students to think logically and cooperate as a group.

Organized Volleyball/ Games – The center will provide volleyballs and basketballs for use in supervised games.

Sand Sculptures – Plan a theme and bring any materials you may require. Care must be taken to flatten sculptures during turtle season.

Talent Night – Skits, songs, and other creative acts are presented by visiting students and/or adults.

Sample Schedule

Day One

11:45 – 12:15 p.m. KP Duty
12:15 – 1:15 p.m. Lunch
1:15 – 2:45 p.m. Class
2:45 – 3:15 p.m. Break/ Canteen
3:15 – 4:45 p.m. Class
4:45 – 5:15 p.m. KP Duty
5:15 – 6:15 p.m. Dinner
6:30 – 7:30 p.m. Class
7:30 – 8:00 p.m. Break/ Canteen
8:00 – 9:00 p.m. Class
10:00 p.m. Quiet Time/ In Rooms
10:30 p.m. Lights Out

Day Two

7:15 – 7:30 a.m. KP Duty
7:30 – 8:15 a.m. Breakfast
8:15 – 9:45 a.m. Class
9:45 – 10:15 a.m. Break/ Canteen
10:15 – 11:45 a.m. Class
11:45 – 12:15 p.m. KP Duty
12:15 – 1:15 p.m. Lunch
1:15 – 2:45 p.m. Class
2:45 – 3:15 p.m. Break/ Canteen
3:15 – 4:45 p.m. Class
4:45 – 5:15 p.m. KP Duty
5:15 – 6:15 p.m. Dinner
6:30 – 7:30 p.m. Class
7:30 – 8:00 p.m. Break/ Canteen
8:00 – 9:00 p.m. Class
10:00 p.m. Quiet Time/ In Rooms
10:30 p.m. Lights Out

Day Three

7:15 – 7:30 a.m. KP Duty
7:30 – 8:15 a.m. Breakfast
8:15 – 9:45 a.m. Class



9:45 – 10:15 a.m. Break/Canteen
 10:15 – 11:45 a.m. **Class**
 11:45 – 12:15 p.m. KP Duty
 12:15 – 1:15 p.m. Lunch

KP Schedule & Assignments

You will be asked to provide a certain number of KP (“kitchen patrol” or “kitchen party”) students to each meal based on your total number of participants. We inform you of the number of students to provide and the times they are needed in the schedule packet that is mailed to you. We usually ask for only 2-6 students per meal. Please send only the number we ask for, extra KP students will not have a job. KP students arrive early to set up and stay late to clean up for each meal. Each student should only have KP once to allow other the chance to participate.

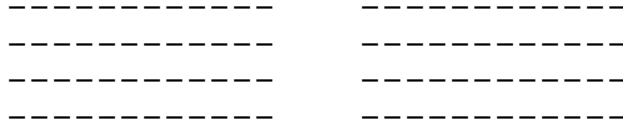
Monday	Breakfast	Lunch	Dinner
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Tuesday	Breakfast	Lunch	Dinner
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Wednesday	Breakfast	Lunch	Dinner
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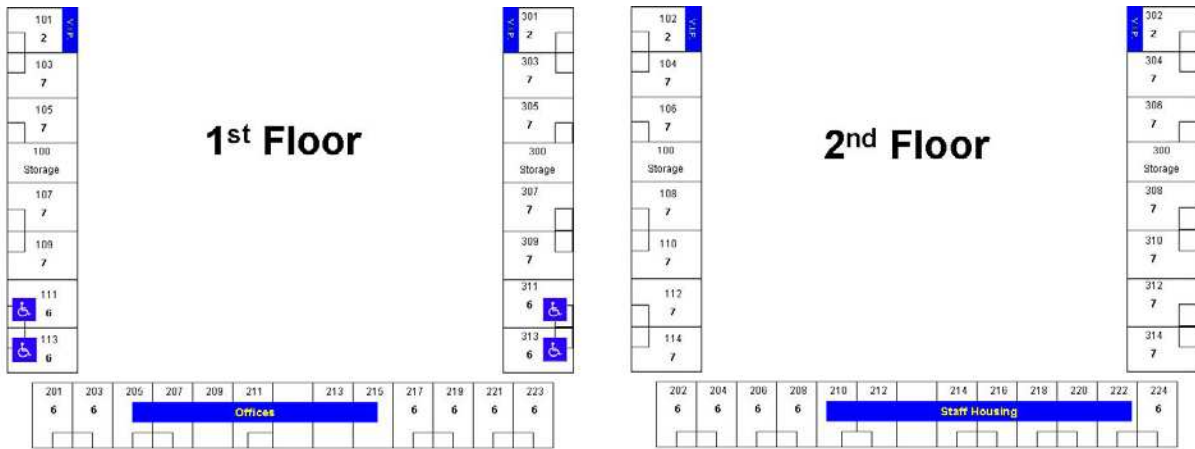
Thursday	Breakfast	Lunch	Dinner
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Friday	Breakfast	Lunch	
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Dorm Chart & Assignments

The actual room numbers available to your group will be assigned by Jekyll staff and you will receive it in your schedule packet. Please plan to maximize beds in each room (the number of beds is indicated by the number under the room number). Please note that should you be assigned rooms 101, 102, 301, 302, they are adult only rooms. We kindly ask that should you be assigned rooms 208 or 224, that you have at least one adult in each room because these are adjacent to staff housing.



Room # _____

Room # _____

Room # _____

Room # _____

Room # _____

Room # _____

Room # _____

Room # _____

Room # _____

Teaching Group Assignments

You will be told the number of teaching groups and names of your groups on the schedule that is mailed to you. Your number of teaching groups is determined by the total number of individuals (students and adults). Please plan to have no more than 14 people (students and adults) per group; this is the maximum number we can transport in our vehicles. Every group must have at least one adult. If you have extra adults and your total number per group is over 14, then please arrange for additional transportation to follow behind our vans. Also, we appreciate when the groups are divided as equally as possible.

Teaching Group Name:

Teaching Group Name:

Teaching Group Name:

Teaching Group Name:

Canteen Items & Price List

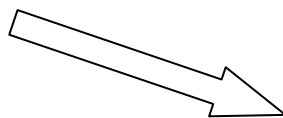
Groups may choose to purchase canteen items in bulk for students or allow students to make their own purchases. Either way, canteen opens three times a day (in between morning, afternoon, and evening classes). Bulk purchases may be covered by a separate check from the school made out to “Jekyll Island 4-H Center Canteen”; bulk orders need to be placed approximately one month in advance. Otherwise, we accept cash and personal checks; we cannot accept credit/debit cards. The stock in canteen is rotated from time to time, so some items are subject to change. Also, our canteen rules are that students can buy only one chocolate item per canteen visit. Students are not allowed to buy caffeinated beverages (coke and diet cokes are for adults only). If you have any stricter rules you wish for your students, please let us know and we will try to accommodate. Students may not have food or drink in their dorm rooms. Please make sure all trash is disposed of and/or recycled!

Crackers & Snacks: Popcorn, Ritz Bits, Cheez-Its, M&Ms (plain & peanut)	\$1.00
Cans of Drink: Sprite, Gatorade (orange, fruit punch, lemon-lime); Adults only – Coke & Diet Coke	\$1.00
Water: 16.9 oz bottles	\$0.50
Other Food and Treats: Fruit by the Foot, Rice Krispies, Peanuts, Granola Bars, Pretzels	\$0.50
Hats: Khaki Jekyll with crab design	\$10.50
Visors: Brick Red Jekyll 4-H letters	\$11.00
Frisbees: Blue, red, green plastic with sea turtle design	\$3.50
Bandanas: Blue, red, pink, black with ocean art design	\$8.00
Disposable Camera: 27 exposures with flash	\$10.00
Beachballs: 12 inch with sea turtle design	\$3.50
Stickers: “Got Detritus?” or “I Love Jekyll 4-H”	\$2.00
Postcards: Beach scene	\$0.50
Temporary Tattoos: Turtles or 4-H Clover	\$0.25
Change Bags: Blue, red, green, yellow with sea turtle design	\$3.00
Pencils: Red with sea turtle design	\$0.50
Beach Bags: Green and blue track bags with clover design	\$8.00
Water Bottles: Colored polycarbonate bottles with sea turtle logo	\$10.00
Rain Ponchos: Yellow with “E” logo, zip away hood and stow away pouch, one size fits all and/or red with clover logo, hooded and one size fits all	\$8.00
Short Sleeve T’s (adult sizes small – XXL): Rust “turtle”, Blue Ringer “10 Awesome Reasons”, Gray “Shark”, Crimson “Explore our Worlds”	\$12.00
Long Sleeve T’s (adult sizes small – XXL): Black “dolphin” & Gray “25 Years of Service”	\$14.00

What to Bring – Packing List

(Adjust clothing as needed based on the season)

- Raincoat and/or raingear
- Sweater/ sweatshirt
- Jacket (including gloves, scarf, warm hat, etc. if cold)
- Combination of long sleeve/ short sleeve t-shirts (at least 1 per day)
- Combination of long pants/ shorts (at least 1 per day)
- Socks (3-5 pairs)
- Closed toe shoes (at least 2 pair of sneakers – one to get wet, one to stay dry)
- Sandals with a heel-strap
- Hat/ cap/ visor
- Pajamas
- Sleeping bag (or twin size bedding)
- Pillow
- Plastic bag for dirty clothes
- Bath and/or beach towels and washcloths
- Toiletries (soap, toothbrush, shampoo, deodorant, etc.)
- Roll-on or lotion insect repellent
- Sunscreen
- Water bottle



*No FLIP-FLIPS are allowed
outside of dorm rooms!*

Optional Items:

- Day pack or backpack
- Camera and/or film
- Binoculars
- Sunglasses
- Rubber boots for marsh trip
- Money for canteen (~\$20 in small bills)
- Pencil and paper

PLEASE DO NOT BRING:

- CANDY, GUM, SNACKS
- KNIVES
- FISHING EQUIPMENT
- FIREWORKS
- ELECTRONIC EQUIPMENT
- EXPENSIVE ITEMS
- SHAVING CREAM, SILLY STRING, ETC.
- FLASHLIGHTS

- Jekyll 4-H does not provide linens, pillows, blankets, or towels.
- Please limit luggage to one suitcase or duffel bag plus sleeping bag or bed roll.
- No trunks!
- Avoid sending unnecessary items.

- Mark all items.
- Only old clothes are needed; new clothes may be ruined by heavy outdoor use.
- No flip-flops are allowed outside of dorm rooms (showering purposes only).
- Jekyll 4-H is not responsible for lost or stolen items.

Class by Class Preparations

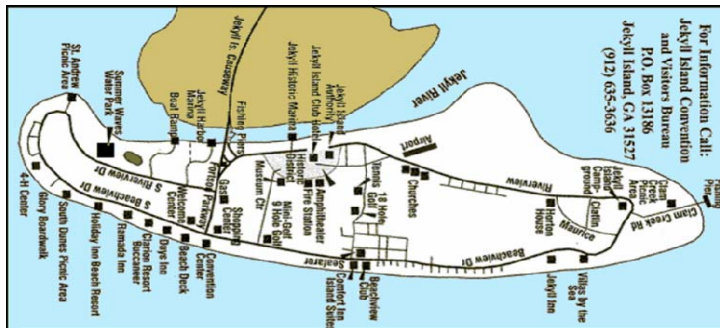
Please always consider which season you are visiting when you consider your clothing. Layers are a great idea at any time of year since they can keep you warm in cooler months, keep you protected from the sun any time, and help protect you from biting insects.

CLASS	SUGGESTED DRESS/PREPARATION
Beach Ecology	This class is taught almost entirely on the beach. During warmer months, it is important to protect yourself from the sun (including sunscreen, hat, sunglasses, clothing, etc.). During cooler months, a jacket and/or windbreaker helps keep you warm. This class does not permit entry into the ocean, so clothes and shoes should remain dry, but will inevitably get sandy.
Forest Ecology	This class is taught both on the boardwalks and in the maritime forest. See above for hints about appropriate dress for beach/boardwalk environments. Bug repellent and/or layering clothes can make the time spent in the maritime forest more comfortable during buggy times of year.
Marsh Ecology	This class is taught almost entirely in the marsh. There are plenty of marsh boots on-site available for borrow. Otherwise, shoes that can get wet and/or muddy and that will stay securely on your feet are a must. Also wear old enough clothes that you won't mind some marsh mud so that you can enjoy your experience. Again bug repellent and sun protection are important for this class.
Botany	This class is taught in the same areas as forest class - see above.
North End	This class is taught at 2-3 different beach sites on our island. Information in the beach and the forest descriptions would apply to north end class.
Dock Study	This class is taught about half of the time out at the docks and the other half of the time back in the lab. Bug repellent can be necessary certain times of the year as can layers of clothes. Clothes and shoes should not get wet or dirty.
Fish Dissection	This class is taught outside, so bug repellent may be necessary. Gloves are provided and otherwise, shoes and clothes should not get dirty.
Herpetology	This class is taught indoors, so just dress comfortably.
Orienteering	This class is taught outdoors. Bug repellent and sun protection are important things to consider.
Ornithology	This class is taught outdoors at a birding pond and a small amount of time may be spent indoors in our bird lab. Insect repellent and layers of clothes can make you more comfortable depending on the time of year.
Plankton	This class mimics dock study in it's layout. See above.
Seining & Nets	This class is taught outdoors and participants will get wet! Shirts and shoes are required at all times. Participants will enter the ocean up to their waists, so clothes and shoes that can get wet are essential. It is also important to consider sun protection in this class.
Slough Study	This class is taught at 2 different slough sites on the island. Bug repellent and layers of clothes can be useful. Also, shoes that can get dirty or wet are a good idea as we sample at the edges of sloughs which can be muddy.

Sand Lab/ Beach Profile	This class is taught outdoors, with about half of the time spent in the pavilion and about half of the time out on the beach. See tips for beach class above.
Night Walk	Because this class is taught in the evenings typically after sunset, it is important to prepare for changes in temperature. Layers are especially important in this class so you are comfortable. Bug repellent may also be useful during certain times of the year.

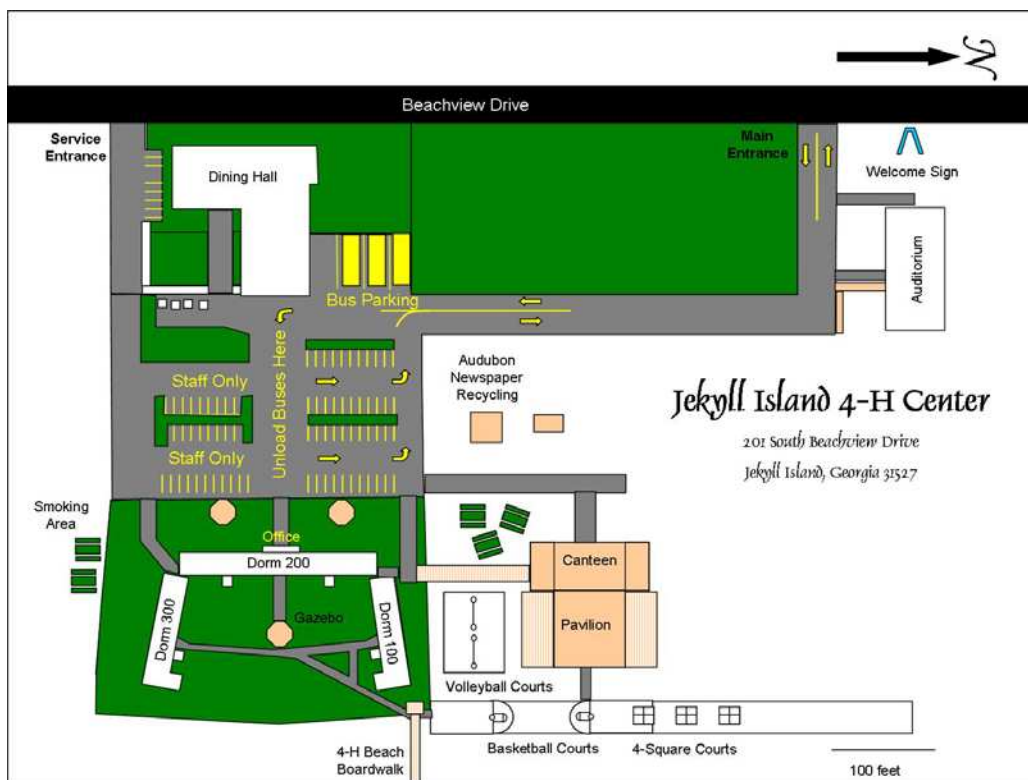
Jekyll Map & Directions

Jekyll Island is located just off the Georgia coast, approximately midway between Savannah and Jacksonville. A six-mile causeway separates Jekyll from the mainland and the city of Brunswick. Because Jekyll Island is a state park, there is a \$3 parking fee which is collected at the toll booth upon entry to the island.



Driving Directions

From I-95, take exit 29 to Jekyll Island. Follow Highway 17 (North) about 4 miles until you approach the new Sydney Lanier Bridge. Just before the bridge, look for the Jekyll Island Causeway on your right. Turn right and proceed 6 miles to the toll booth on the island. School buses should be admitted at no charge onto the island (other vehicles, be prepared to pay \$3 toll). Continue ahead to the stop sign and take a right onto South Beachview Drive (at the Convention Center). The 4-H Center is 2.5 miles on the left.



Parent/Guardian Meeting Information

Parent/Guardian Meeting Notice

TO: _____

FR: _____

DA: _____

RE: Informational Meeting about Jekyll Island 4-H Center Field Study

On _____ (date) at _____ (time), there will be a meeting of parents at _____ (location).

The purpose of this meeting is to discuss the plans and organization of the environmental education field study to the Jekyll Island 4-H Center. The field study is scheduled from _____ to _____. Please make arrangements for at least one parent or guardian to attend. Please sign and return the bottom portion by _____. Thanks!



Meeting to Discuss Jekyll Island 4-H Center Field Study

_____ will attend

_____ unable to attend

Student's Name: _____

Parent/ Guardian Name: _____

Parent/ Guardian Signature: _____

Today's Date: _____

Parent/ Guardian Meeting Agenda

We suggest this meeting take place at least one month before your scheduled field study. We suggest discussing the following information, you can add or delete information as you see fit.

- I. Introduction
 - a. Distribute handouts
 - b. Purpose of field study
 - c. Dates of field study
 - d. Estimated attendance
 - e. Chaperones (if needed)
 - f. They can visit www.jekyll4h.org for more info at any time

- II. Slide show/ Power Point of last year's trip (or borrow video from Jekyll 4-H if this is your first trip)

- III. Facilities
 - a. Location/ Map
 - b. Dining Hall
 - c. Dormitories
 - d. Outdoor Classrooms

- IV. Schedule and Instructors
 - a. Provide schedule (if available, if not use sample schedule)
 - b. Name tags
 - c. Emphasize adult to student ratio
 - d. Permission slips/ medical forms/ etc.
 - e. Instructors all with college degrees, experience, etc.

- V. Safety Precautions/ Discipline/ Rules
 - a. Student rules
 - b. Adult responsibilities & expectations
 - c. Supervision at all times

- VI. What to Bring
 - a. Mention what not to bring as well

- VII. Price of Trip
 - a. Make sure your cost includes transportation, extra fees (boat trip, dissection fees, etc.), and cost of teachers and chaperones if necessary

VIII. Q & A Session

- a. You can use the frequently asked questions (and answers) on the next page. You can also call Jekyll with any other questions.

Frequently Asked Questions at Parent/Guardian Meetings



1. **What are the dorm rooms like?** Each room has 6 or 7 bunked beds and a bathroom with a shower, toilet, and sink. The rooms have air conditioning and heat. The rooms can be locked, but only adults are allowed to have keys. Boys and girls will be housed in separate rooms.

2. **What is the dining hall like?** The dining hall serves kid-friendly food cafeteria style. Students enter the main door and snake through the food line, get a drink (powdered mix drink or water). They will sit together as a school group. Students bus their own trays when finished and leave only under the supervision of adults from the school group.

3. **What if my child has dietary restrictions?** Jekyll tries to accommodate dietary special needs, but they need to know in advance of any needs. In extreme circumstances, it may be best for individuals to bring their own food and store it in our refrigerators.

4. **Can I call and talk to my child at the center?** Groups are in classes outside for most of the day and will not be near a phone. There are no pay phones at the center, and students are not permitted to use office phones. In case of emergencies, a message can be left in the main office or with the Georgia State Patrol. Otherwise, talk to your lead teacher about a phone tree or other phone availability.

5. **Do I need to send money with my child?** There is a canteen which sells snacks and souvenir items. See the canteen list for pricing.

6. **What happens if my child is injured? Is there health personnel on site?** There is no medical personnel or facilities on site. Basic first aid supplies are available, but aid will be administered by school staff only. Each school should also have first aid materials and any medicines necessary by the students. More serious injuries will require the transport of the student to the immediate care facility or the emergency room (both in Brunswick). It is the responsibility of the school to transport injured students, or 911 service is available. Jekyll recommends that all schools bring an extra vehicle for such emergencies. Jekyll is not responsible for any group or individual's medical insurance.

7. **What should I send with my child?** Consult the what to bring list for ideas. Please remember that Jekyll does not provide linens, pillows, blankets, or towels. Shirts

and shoes must be worn at all times (no flip-flops). Classes go rain or shine. Old cloths and shoes are best.

Parent/Guardian Meeting Handout

Date

The field study will leave school at _____ a.m./p.m. on _____ (departure day) and return at _____ a.m./p.m. on _____ (arrival day).

Purpose

The purpose of the Environmental Education field study is to teach an appreciation of the natural world by allowing students the opportunity to explore and learn in a hands-on manner. Through a combination of multi-disciplinary activities and an interaction with the natural world, students can acquire new knowledge and recognize that information learned in school exists outside the classroom as well!

Instruction

A variety of activities and projects are prepared by the teachers and staff. These activities take advantage of the natural surroundings and use the environment as a stimulus for learning. Activities may include the areas of reading and language arts, science, mathematics, social studies, art, and physical education.

Group

The group will consist of _____ grade students who have parent or guardian permission to join the field study. Any student unable to attend will remain at school and follow a normal classroom schedule with one of the _____ grade teachers.

Transportation

Transportation will be provided by _____, a licensed carrier for this type of trip.

Cost

The cost of the trip is \$_____. This will cover all expenses with the exceptional of optional canteen purchases.

Supervision

Responsibility for supervision and discipline will be assumed by the teachers, principal, and other adult chaperones in attendance. The ratio of students to adults is approximately _____ to 1.

Accommodations

Jekyll Island 4-H Center has dorm rooms that are complete with air conditioning, heaters, and a bathroom with shower. Boys and girls will be housed separately. The rooms sleep either 6 or 7 people.



Parent/Guardian Letter

Date: _____

Dear Parent/Guardian:

On the following pages, you should find all the necessary information concerning the Environmental education Field Study at the Jekyll Island 4-H Center.

DATES: _____

COST: _____

MAKE CHECKS PAYABLE TO: _____

DEPOSIT OF \$ _____ DUE: _____

PERMISSION SLIP DUE: _____

BALANCE OF \$ _____ DUE: _____

We wish to call your attention to the following important items:

1. If your child has specific limitations which would curb his/her participation, please send the school a note. We will see that he/she is excused from any activity deemed inappropriate. Please note that Jekyll Island 4-H Center has four handicapped accessible dorm rooms, an accessible dining hall, and a beach wheelchair. Please give us advanced notice so that appropriate arrangements can be made.
2. If your child is on any medication, please notify the school. Send the medicine, along with written permission and instructions, for school personnel to dispense.
3. Students may not leave the designated center area without permission and supervision. Prior notice of any pick-ups is required.
4. Your child will not be near a telephone for the majority of his/her stay. If you have an emergency and need to get in touch with school personnel, the Center's number is 912-635-4115 (or 4117). Or you may contact the Georgia State Patrol to deliver a message at 912-635-2303.
5. The Jekyll Island 4-H Center is not responsible for medical coverage. The student must be covered by a school or parent/guardian policy.

SAMPLE ONLY

Permission Slip

Student Name _____ Grade _____
Teacher _____ School _____

For your child to participate in this educational field study, it is necessary for him/her to have your permission and for you to supply certain required information. Please complete the following form and return to school with check or cash by _____.

1. My child has permission to participate in the environmental education field study at Jekyll Island 4-H Center.

Yes _____ No _____

2. My child has permission to participate in all classes chosen by school personnel.

Yes _____ No _____

3. I understand my child must have accidental insurance coverage to attend the trip to Jekyll 4-H. **The Jekyll Island 4-H Center is not responsible for medical coverage.** The students must be covered by a parent/ guardian or school policy.

_____ My child is already covered by an insurance policy.

Company Name: _____

Policy No.: _____

_____ I will need to purchase a school insurance policy (the school policy with _____ costs \$ _____).

4. I give permission for my child to be taken to a doctor or hospital for medical treatment should the need arise.

Yes _____ No _____

5. The phone numbers where I can be reached in case of emergency are:

Day #1 _____ Day #2 _____

Evening #1 _____ Evening #2 _____

Alternate person if I can't be reached _____

Relationship _____ Phone # _____

6. Special information (allergies, food restrictions, special services required):

Parent/Guardian Printed Name _____

Parent/Guardian Signature _____ Date _____

Student Rules

We will go over these rules during orientation, but it's great if students are already aware of them.

Hand Signal

- A raised hand means it is time to listen.

Dormitories

- Quiet hours from 10:00 p.m. – 7:00 a.m., staff lives onsite.
- Please use only staircase on 100 & 300 buildings (not on 200 building).
- Please do not move the beds.
- Sand & mud will clog the drains. Use hoses around camp to rinse shoes, etc.
- You must clean your room and pass inspection on the morning of departure before breakfast.
- Conserve energy by turning off lights and A/C or heat units before leaving rooms.
- Be careful! Fee charts for damaged property on back side of each dorm door.
- In the event of a fire alarm, exit the building and meet by the flagpoles at the dining hall.

Be Prepared for Classes

- Must wear shirt and shoes at all times.
- No flip-flops; sandals only if they have a back-strap.
- Have rain gear if necessary – we go rain or shine.
- Wear layers and/or sunscreen if appropriate.
- Bug repellent can be applied outside of rooms only (on sidewalks/pavements – not on sod).
- Drink lots of water. There are water fountains in the pavilion, breezeway of dorms, and dining hall.
- Marsh boots available for borrow, please return to shelves clean when finished.

Canteen

- Opens daily from 9:45 – 10:15 a.m., 2:45 – 3:15 p.m., & 7:30 – 8:00 p.m.
- All food must be eaten in the pavilion area. No food or drinks in the rooms!
- Please put litter in the waste cans located all over campus. Litter will result in the closing of canteen.
- Help us out by recycling your cans.
- No gum, anytime, anywhere (especially the dining hall).

K.P.

- We need KP to be there early and stay late.
- Meals are at 7:30, 12:15, and 5:15.
- Show up 1/2 hour before lunch (11:45) & dinner (4:45), 15 minutes before b-fast (7:15).
- Please be on time and be prepared to help (no bell rings to remind you of KP).

Free Time

- Must always be supervised by adults.
- You may play all the basketball, volleyball or four square you want, but please return the balls to the box on the front deck of the pavilion or by goals when you are done.
- Soccer fields are off limits.
- Beach only with an adult.
- NO SWIMMING AT JEKYLL 4-H EVER (IN CLASS OR IN FREE TIME)!
- Collect only dead/empty things – nothing living should leave the beach, marsh, etc.

Bell

- The bell signifies meal times or class times.
- At meal times, please wait outside dining hall as school for a staff to let you in (even after bell rings).
- The bell may only be rung by Jekyll Staff.

Chaperone Guidelines

Folders/Evals/Keys

- Before departure please return folders along with completed evals (use staff names – mapboard if you need help – our only source of feedback) and your keys to your lead staff. \$5 for each lost key.

Discipline

- Please be responsible for your student at all times (classes, meals, and free time).
- NO SWIMMING AT ANYTIME (free time or otherwise, student or adult)!
- During classes, please assist instructors with discipline problems that arise.
- Feel free to ask questions, but please do not answer questions posed to students.

Emergencies & Phones

- Director lives off-site, but one of the two lead staff are “on call” for emergencies.
- In case of minor injuries, we have first aid materials. Students must be accompanied by adults who will administer the supplies. See staff for assistance if necessary.
- IN CASE OF AN EMERGENCY, DIAL 911 FROM ANYPHONE (phones located in suites, offices, dining hall). If the situation needs and ambulance, call first, then find a Jekyll employee.
- In case of a fire alarm, please move all students from building and meet at flagpoles by dining hall.

Weather

- We go rain or shine! Please help make sure students are prepared.
- In cases of lightning only, we’ll have arrangements to bring classes indoors.
- Classes can be fun in the rain, remember the students will get their attitudes from us.

Classes

- The bell rings a couple of minutes before class. Be at meeting spots on time.
- Shirts and shoes must be worn AT ALL TIMES. NO FLIP-FLOPS outside of rooms.
- Boots are available for marsh, please clean and return to shelf after each class.
- Please refrain from smoking during classes. Designated area on other side of 300 building.
- Please do not use cell phones during class, place on silence or vibrate mode.

Dining hall

- K.P. duty is 15 minutes before b-fast and 30 minutes before lunch and dinner.
- No bell rings for K.P., so please help make sure students are on time and remain until dismissed.
- There will be signs on your tables in the dining hall. Will need to fill in every chair.
- Please pay attention to your meal order. We will line you up according to your order for that meal, so please come as an entire school.
- Students should line up as a school outside dining hall and wait on Jekyll staff to let them in.

Teacher-led classes

- No Jekyll staff will meet you for these classes, they are led totally on your own.
- Remember your transportation may be required for some teacher led.

Free time

- Please always supervise students during free time.
- Please stay off soccer fields, they do not belong to us, we have v-ball, b-ball, and 4-square and our own fields for your use.
- Canteen opens 3 x a day, please supervise and help make sure trash and recycling occur.
- Beach time only with adults: stay off dunes, keep distance from birds, collect only empty shells

Dorms/Quiet hours

- 10 p.m. – 7 a.m. Lights out is at 10:30 p.m. out of respect for other groups and staff that lives on-site.
- Rooms to be cleared and cleaned before b-fast on departing day – announcement made at last dinner.
- Please help conserve energy by turning off lights and A/C or heat units before leaving dorm rooms.

Announcements

- Group announcements are made at dinner each evening. Please hold students in dining hall until announcements and listen for updates and/or directions.
- At b-fast and lunch, you may dismiss students with adults as they finish.

Beverages

- Coffee is available at b-fast and sweet tea at lunch and dinner for ADULTS ONLY.
- Coke & diet coke are sold in the canteen to ADULTS ONLY.

ES 237 Form

Thank you for returning this completed form to the Lead Staff Member or Program Coordinator. The information is required for the Federal Government.

School: _____

County: _____

Today's Date: _____

Total # of Students & Adults Attending Program = _____

Student Numbers

Total number of students: _____

White Male: _____ Black Male: _____ Hispanic Male: _____ Asian Male: _____

Multi-cultural Male: _____

White Females: _____ Black Female: _____ Hispanic Females: _____

Asian Females: _____ Multi-cultural Females: _____

Adult Numbers

Total number of adults: _____

White Male: _____ Black Male: _____ Hispanic Male: _____ Asian Male _____

Multi-cultural Male: _____

White Female: _____ Black Female: _____ Hispanic Female: _____

Asian Female: _____ Multi-cultural Female: _____

Class Correlations to 1st -5th Grade GPS Science

Jekyll Island 4-H Center GPS Correlations (Science) - 2006

1st - 5th Grade

	1st grade	2nd grade	3rd grade	4th grade	5th grade
Core					
Beach Ecology	51C01a 51C02a.c 51C03b 51C04a.b 51C05a 51C06d 51C07a.b.d	52C01a 52C02a.c 52C03b 52C04a.b 52C05a 52C06d 52C07a.b.d	53C01b.c 53C04a.b 531a.b.c.d 5312a.b	54C01.d 54C02.a 54C04.a.c 54C07.b 54C08.d 5411.c 5412.a	55C01.d 55C02.a 55C04.a.b.c 55C07.b 55C08.d 5511.a.b.c 5511.a
Maritime Forest Ecology	51C01a 51C04a.b 51C05a 51C08.d 51C07a.b.d 51E1a 511a.b.c.d	52C01a 52C04a.b 52C05a 52C06.d 52C07a.b.d 52E3.a 5211.d	53C01b.c 53C04a.b 531a.b.c.d 5312.b, 5311.c	54C01.d 54C04.a.c 54C07.b 54C08.d 54F.a.d 5411.a.c 5412.a	55C01.a.b.c 55C07.b 55C08.d 55E1.a.b.c 5511.b 5514.a
Salt Marsh Ecology	51C01a 51C04a.b 51C05a 51C08.d 51C07a.b.d 511a.b.c.d	52C01a 52C04a.b 52C05a 52C06.d 52C07a.b.d 52E3.a	53C01b.c 53C04a.b 531a.b.c.d 5312.a.b	54C01.d 54C04.a 54C07.b 54C08.d 54E2.b 54P3.d 5411.a.c 5412.a	55C01.a.c 55C07.b 55C08.d 55E1.a.b.c 5511.a.b 5514.a
Q&A Electives					
Botany	51C01a 51C02.a.b.d 51C03.a 51C05.a.b 51C06.d 51C07.a.c 5111.a.c	52C01a 52C02.a 52C03.a 52C05.a 52C07.a.d 5211.b	53C01.a.b 53C02.a 53C04.a 5311.a	54C01.a.c 54C04.a 5411.d 5412.a	55C01.a.c 55C02.a 55C04.a 55C08.a 5511.b
Coastal Concerns/NE	51C01a 51C07.a	52C01a 52C07.a 52E3.a	53C01b.c 53C04.a.b.c 5312.a.b	54C01.c 54C04.a.b.c 5411.d	55C01.c 55C04.a.c 55E1.b
Dock Study	51C01a 51C03.a.c 51C07.a.d 5111.a.b.d	52C01a 52C03.a 52C04.d 52C07.a.d 5211.a	53C01b.c 53C03.b 53C04.a.b.c 5311.d	54C01.c 54C04.a 54C08.b 5411.a.b.c.d 5412.a	55C01.c 55C04.a 55C08.c 55P1.b 5511.a 5514.a
Herpetology	51C01a 51C04.a.c 51C07.a.d 5111.b.d	52C01a 52C04.a 52C07.a 52P2.a.b	53C01b.c 5311.d	54C01.c 5411.d 5412.a.b	55C01.c 5511.a
Ornithology	51C01a 51C02.a.c.d 51C07.a.b 51P2.a.b.c	52C01a 52C02.a.b.d 52C07.a.b	53C01b 53C02.a.c	54C01.c 54C02.a	55C01.c 55C02.a
Ornithology	51C01a 51C07.a 5111.b.d	52C01a 52C07.a 5211.a	53C01b 5311.d 5312.a.b	54C01.c 54C08.c 5411.c 5412.a.b	55C01.c 5511.a
Plankton Lab	51C01a 51C03.a.c 51C05.a.b 51C07.a.c 5111.f	52C01a 52C03.a 52C05.a 52C07.a.c 5211.a	53C01b 53C03.b 5311.d	54C01.c 54C04.a 54C08.a.c 5411.a.b.c 54D.a	55C01.c 55C08.a 55P1.b 5511.a 5514.a.b
Seining and Nats	51C01a 51C04.d 51C07.a 5111.d	52C01a 52C04.d 52C07.a	53C01b 53C03.b 5311.d	54C01.c 54C04.a 5412.a	55C01.d 5511.a
Fish Dissection	51C01a 51C03.a.c 51C05.a 51C07.a.b	52C01a 52C05.a 52C07.a.b	53C01b.c 5311.c	54C01.b.c 54C04.a 5412.a	55C01.d 5511.a
Slough Skog	51C01a 51C04.c 51C07.a 5111.f	52C01a 52C07.a.d 5211.a	53C01b.c 53C04.a 5311.a.c.d	54C01.c 54C04.a 5411.a.b.c.d 5412.a	55C01.b.c 55C04.a.b 55C08.b 5511.a
Sand Lab/Beach Profile	51C01a 51C02.a.b 51C04.a.c 51C05.a 51C07.a.b	52C01a 52C02.a.b 52C05.a 52C07.a.b 52E3.a 5211.b	53C01.a.b 53C02.a 53C04.a.b.c 54C05.b.c 54C08.c 53E1.a.b.c.d	54C01.a.c 54C02.a 54C04.a.b.c 54C05.b.c 54C08.c	55C01.a.c 55C02.a 55C04.a.b.c.d 55C05.b.c 55C07.a 55C08.a 55E1.a.b.c 55P1.b
Events Electives					
Endangered Species	51C01a 51C07.a.b 5111.f	52C01a 52C07.a.b	53C01b 53C04.a 5311.d 5312.a.b	54C01.c 54C04.a 5411.d 5412.a.b	55C01.c 55C04.a
Environmental Issues	51C01a	52C01a 52E3.a	53C01b 53C04.a.b 5311.d 5312.a.b	54C01.c 54C04.a.b 5411.c 5412.b	55C01.c 55C04.a 55E1.c
Fish Kits	51C01a 51C03.b 51C07.a.b 5111.d	52C01a 52C07.a.b	53C01b 5311.c	54C01.c 5412.a	55C01.c 55C04.a.b 5511.a
Hurricanes	51C01a 51C02.a 51C04.a.c 51C07.a 51E1.a.c	52C01a 52C07.a.b	53C01b 53C04.b	54C01.c 54E3.a 54E4.a.b	55C01.c 55C04.a.b.d 55C05.b.c 55E1.b.c
Marine Mammals	51C01a 51C07.a 5111.d	52C01a 52C02.a 52C04.d 52C07.a 52E3.a	53C01b 5311.d 5312.a.b	54C01.c 5412.a.b	55C01.c 5511.a
Night Walk	51C01a 51C07.a	52C01a 52C07.a	53C01b.c	54C01.c 54E1.a.b.c 5412.a	55a11.c
Sea Turtles	51C01a 51C07.a 5111.d	52C01a 52C07.a 52E3.a	53C01b 5311.d 5312.a.b	54C01.c 5412.a.b	55C01.c 5511.a
Sharks	51C01a 51C07.a 5111.d	52C01a 52C07.a	53C01b 5311.d 5312.a.b	54C01.c 5412.a.b	55C01.c 5511.a
Water Thick and Thin	51C01a 51C02.a 51C04.b 51C06.a 51C07.a 51E2.a.b	52C01a 52C02.a 52C05.a 52C07.a.c 52C07.a.c 52P1.a	53C01.a.b 53C02.b 53C04.a.b 53C05.c	54C01.c 54C04.a 54C05.c 54C08.c 54E3.d	55C01.c 55C04.a 55P2.b

For easier to read versions of GPS correlations, visit link
on website (www.jekyll4h.org) or call for a copy.

Class Correlations to 6th – 8th Grade GPS Science

Jekyll Island 4-H Center GPS Correlations (Science) - 2006

6th - 8th Grade

	6th grade	7th grade	8th grade
Core			
Beach Ecology	86C85.a 86C87.a,b 86C810.c,d 86E1.e 86E5.e,h,j	87C85.a 87C87.a,d 87C810.c,d	88C87.a,d 88C810.c,d
Maritime Forest Ecology	86C85.a 86C87.a,b 86C810.c,d 86E5.g,j 86E5.a	87C85.a 87C87.a,d 87C810.c,d 87L2.a 87L4.a,b,c,d 87L5.b	88C87.a,d 88C810.c,d
Salt Marsh Ecology	86C85.a 86C87.a,b 86C810.c,d 86E1.e 86E2.a 86E3.d 86E5.e,h,j	87C85.a 87C87.a,d 87C810.c,d 87L4.a,c 87L5.b	88C87.a,d 88C810.c,d
Day Electives			
Botany	86C81.a 86C810.c	87C81.a 87C85.a 87C810.c 87L2.a 87L4.d	88C81.a 88C85.a 88C810.c
Coastal Concerns/NE	86C84.b 86C85.a 86C88.c 86C810.c 86E5.c,e,h,j	87C85.a 87C87.a,b 87C88.c 87C810.c	88C85.a 88C87.a,b,d 88C88.c 88C810.c
Dock Study	86C82.a 86C85.a 86C810.c	87C82.a,b 87C85.a 87C810.c 87L4.a,b,c,d	88C82.a,b 88C810.c
Herpetology	86C810.c	87C82.b 87C85.a,b 87C810.c 87L4.c,d	88C82.a,b 88C810.c
Orienteering	86C81.a 86C83.d 86C810.c	87C82.a,b 87C83.e 87C84.b 87C810.c	88C82.a,b 88C83.d 88C84.b 88C810.c
Ornithology	86C810.c	87C85.a,b 87C810.c 87L4.b,c	87C85.a,b 88C810.c
Plankton Lab	86C82.a 86C810.c	87C81.a 87C82.a,b 87C84.b 87C85.a 87C88.f 87C810.c 87L4.b	88C81.a 88C82.a,b 88C85.a 88C89.f 88C810.c
Seining and Nets	86C810.c	87C82.a,b 87C85.a 87C810.c 87L4.d	88C82.a,b 88C85.a 88C810.c
Fish Dissection	86C82.a,b 86C810.c	87C82.a,b 87C85.a 87C88.g 87C810.c 87L2.d,e	88C82.a,b 88C85.a 88C88.g 88C810.c
Slough Slog	86C85.a 86C810.c	87C85.a,b 87C810.c 87L4.a,b,c,d	88C85.a,b 88C810.c
Sand Lab/Beach Profile	86C81.a 86C83.d 86C84.b 86C85.a 86C86.c 86C89.d 86C810.c 86E5.b,c,e,g,h,j	87C81.a 87C83.d,e 87C84.b 87C85.a 87C86.c 87C89.f 87C810.c	88C81.a 88C84.B 88C85.a 88C86.b,c 88C87.a,b 88C88.c 88C89.f 88C810.c
Evening Electives			
Endangered Species	86C85.a 86C88.c 86C810.c 86E5.i	87C85.a 87C88.c 87C810.c 87L4.c,d	88C85.a 88C87.a,b,c,d 88C88.a 88C810.c
Environmental Issues	86C85.a 86C88.c 86C810.c 86E5.i	87C87.a,b,d 87C88.c 87C810.c	88C87.a,b,c,d 88C88.a 88C810.c
Fish Kits	86C810.c	87C85.b 87C810.c	88C85.b 88C810.c
Hurricanes	86C83.d 86C85.a 86C88.d 86C810.c 86E4.a,b,c	87C86.c 87C85.a 87C810.c	88C85.a 88C86.b,c 88C810.a,c,d
Marine Mammals	86C810.c	87C85.a 87C810.c 87L4.c	88C85.a 88C810.c
Night Walk	86C810.c 86E1.b,d,f	87C810.c	88C810.c
Sea Turtles	86C810.c	87C85.a 87C810.c 87L4.c	88C85.a 88C810.c
Sharks	86C810.c	87C85.a 87C810.c 87L4.c,d	88C85.a 88C810.c
Water Thick and Thin	86C86.c 86C810.c 86E3.a,b,c 86E5.i	87C82.a,b 87C83.a 87C85.b 87C89.f 87C810.c	88C82.a,b 88C85.b 88C88.f 88C810.c

Class Correlations to 9th – 12th Grade GPS Science

Jekyll Island 4-H Center GPS Correlations (Science) - 2006

9th - 12th Grade

	Biology (9th grade)	Physical Science (10th grade)	Chemistry (11th grade)	Physics (12th grade)
Core				
Beach Ecology	SC91a SC93a SC96d SC96e.d SB4.a.c.d.f	SC91a SC93a SC96d SC96e.d	SC91a SC93a SC96d SC96e.d	SC91a SC93a SC96d SC96e.d
Maritime Forest Ecology	SC91a SC93a SC96d SC96e.d SB4.a.b.c.d.f SB5.d	SC91a SC93a SC96d SC96e.d	SC91a SC93a SC96d SC96e.d	SC91a SC93a SC96d SC96e.d
Salt Marsh Ecology	SC91a SC93a SC96d SC96e.d SB4.a.b.c.d.f	SC91a SC93a SC96d SC96e.d	SC91a SC93a SC96d SC96e.d	SC91a SC93a SC96d SC96e.d
Day Electives				
Botany	SC91a SC94a SC96c SB3a SB4.a.b.c.d.f	SC91a SC96c	SC91a SC93c SC96c	SC91a SC93c SC96c
Coastal Concerns/NE	SC91a.b.c SC93a.b SC96d SC97.b.c.e SC96c SB4.c.d	SC91a.b.c SC93a.b SC96d SC96c	SC91a.b.c SC93a.b SC96d	SC91a.b.c SC93a.b SC96d
Dock Study	SC91a SC92a.b SC96c SB3a SB4.a.d.f	SC91a SC92a.b SC96c	SC91a SC92a.b	SC91a SC92a.b
Herpetology	SC91a SC93a SC96c SB3a SB4.a.c.d.f	SC91a SC93a SC96c	SC91a SC93a	SC91a SC93a
Orienteering	SC91a SC92a.b SC96c	SC91a SC92a.b SC96c	SC91a SC92a.b	SC91a SC92a.b
Ornithology	SC91a SC93a SC96c SB3a SB4.a.c.d.f	SC91a SC93a SC96c	SC91a SC93a	SC91a SC93a
Plankton Lab	SC91a SC92a.b SC93c SC96c SB3a SB4.a.b.c.d.f	SC91a SC92a.b SC93c SC96c	SC91a SC92a.b SC93a	SC91a SC92a.b SC93a
Seining and Nets	SC91a SC92a.b.c SC96c SB3a SB4.f	SC91a SC92a.b.c SC96c	SC91a SC92a.b.c	SC91a SC92a.b.c
Fish Dissection	SC91a SC92a.b.c SC96c SB3a SB4.f	SC91a SC92a.b.c SC96c	SC91a SC92a.b.c	SC91a SC92a.b.c
Skough Slog	SC91a SC93a SC96c SB3a SB4.a.c.d.f	SC91a SC93a SC96c	SC91a SC93a	SC91a SC93a
Sand Lab/Beach Profile	SC91a.c SC93a.b.c.d.f SC94a SC96b SC97a SC96c SB4.d	SC91a.b.c SC93a.b.c.d.f SC94a SC96b SC96c	SC91a SC93a.b.c.d.f SC94a SC96b SC96c	SC91a SC93a.b.c.d.f SC94a SC96b SC96c
Evening Electives				
Endangered Species	SC91a.c SC93a.b SC96d SC97.b.c SC96c SB4.d	SC91a.b.c SC93a.b SC96d SC96c	SC91a.c SC93a.b SC96d SC97.C.E	SC91a.c SC93a.b SC96d SC97.C.E
Environmental Issues	SC91a.b SC93a.b SC96d SC97.b.c.e SC96c	SC91a.b.c SC93a.b SC96d SC97.c.e SC96c	SC91a.b SC93a.b SC96d SC97.c.e	SC91a.b SC93a.b SC96d SC97.c.e
Fish Kits	SC91a SC96c SB3a SB4.f	SC91a SC96c	SC91a	SC91a
Hurricanes	SC91a.c SC93.c.d SC94a SC96c	SC91a SC93.c.d SC96c	SC91a.c SC93.c.d	SC91a.c SC93.c.d
Marine Mammals	SC91a.c SC96c SB3a SB4.a.d.f	SC91a.c SC96c	SC91a.c	SC91a.c
Night Walk	SC91a SC96c	SC91a SC96c	SC91a	SC91a
Sea Turtles	SC91a.c SC93.a.c SC96c SB3a SB4.a.d.f	SC91a.c SC96c	SC91a.c	SC91a.c
Sharks	SC91a.c SC96c SB3a SB4.a.d.f	SC91a.c SC96c	SC91a.c	SC91a.c
Water Thick and Thin	SC91a SC92a.b SC93.c SC96c	SC91a SC92a.b SC93.c SC96c	SC91a SC92a.b SC93.c.e SC97.a	SC91a SC92a.b SC93.c.e SC97.a

For easier to read versions of GPS correlations, visit link
on website (www.jekyll4h.org) or call for a copy.

Pre-Trip Vocabulary, Concepts, and Activities

The following vocabulary and concepts will be useful in the core classes of our environmental education program (and are therefore divided according to class). Your students may also find them useful in the elective classes you may select.

BEACH ECOLOGY

Accretion – building up of land by physical forces

Barrier island – long, narrow island lying parallel to the mainland and separated from it by bay, lagoon, or marsh

Bivalve – Mollusks having two shells (like clams, oysters, and mussels)

Continental Shelf – remaining submerged portion of the coastal plain

Continental Slope – the actual edge of the continent whose slope rapidly falls to a deep plateau and eventually into the ocean depths

Erosion – process of being gradually worn away

Georgia bight (South Atlantic bight) – inward-curving shape of the coast line stretching from Cape Hatteras, NC to Miami, FL

Longshore current – current that runs parallel to the shore within the surf zones

Sandbar – submerged or exposed line of sand accumulated by wave action

Sand dunes – a hill of sand piled up by the wind

Sea oats – a tall grass (*Uniola panicolata*) that grows on the coast of the southern U.S. and helps hold the sand dunes together

Tides – periodic changes in the height of the ocean caused by the gravitational forces of the moon and the sun

Univalve – Mollusks having only one shell (like snails, whelks, conchs)

Wrack – debris washed up along the high tide line of a beach

SALT MARSH ECOLOGY

Anaerobic – without oxygen, as in anaerobic mud

Barrier island – long, narrow island lying parallel to the mainland and separated from it by bay, lagoon, or marsh

Detritus – particles of dead organic matter and the decomposers that live on it

Estuary – body of water partially surrounded by land where fresh water from rivers mixes with ocean water, creating an area of remarkable biological productivity

Food web – a group of organisms

Hammock – areas of higher elevation in the salt marsh which support shrubs and trees

Salt marsh – a grassy area that extends along the shores of estuaries and sheltered coasts in temperate regions

Salt pan – an undrained area in a salt marsh in which water gathers and leaves a deposit of salt on evaporation

Spartina alterniflora – a tall perennial, plant which dominates the salt marshes of coastal Georgia

Tides – periodic changes in the height of the ocean caused by the gravitational forces of the moon and the sun

MARITIME FOREST ECOLOGY

Canopy – the uppermost branchy layer of a forest

Climax community – a stable, long-established community of self-perpetuating organisms that tends not to change with time

Community – populations of all species that occupy a particular habitat and interact within that habitat

Dune ridge – upland ridges originally formed from sand dunes on relic beaches

Epiphyte – a plant that lives on another plant

Maritime forest – the forests by the sea that are characterized by live oaks, palms, and palmettos

Microclimate – the essentially uniform local climate of a small habitat

Pioneer plants – plants capable of establishing themselves in a bare area and initiating an ecological cycle

Salt-shearing – pruning of tree limbs, buds, and leaves the salt carried in the sea breezes

Slough – freshwater areas ranging from temporary ponds to permanent swamps and freshwater marshes, those on barrier islands are typically formed in swales where the surface of the ground is close to the water table

Succession – the changes in species composition that lead to a climax community

Swale – low area between dune ridges

Understory – the plants of a forest that grow low to the ground

Island in the Sun!



Jekyll Island 4-H Center

The following are suggestions for activities that you may use in the classroom before or after your class comes to Jekyll Island 4-H Center.

Tide Chart Graphing – The tidal influence along the Georgia coast should not be underestimated. The important salt marsh ecosystem is developed through tidal action, and the beaches and sand sharing system are influenced by the tides as well.

Using a tide chart and graph paper, students can incorporate math skills and plot the daily tidal changes that occur on the coast. They can also correlate the lunar phase with the tides and make projections for the month of their trip. You can find tide charts online (www.noaa.gov).

Research Papers/Posters/Projects/Brochures/Presentations – students will have the opportunity to discover many new and unusual forms of plant and animal life on Jekyll Island. Below is a list of some of the most common flora and fauna:

Plants

Smooth cordgrass, glasswort, cabbage palms, live oaks, saw tooth palmettos, Spanish moss, lichen, resurrection fern, wax myrtle, sea oats, southern red cedar, yucca, pennywort, poison ivy, muscadine grapes, dog fennel, Hercules club

Animals

Ghost crab, hermit crab, ghost shrimp, knobbed whelk, surf clam, skimmer, brown pelican, fiddler crabs, periwinkle snails, ribbed mussels, sea gulls, common terns, great egret, snowy egret, great blue heron, cormorant, sea anemone, sea star, sea whip, sea squirts, bryozoan, grass shrimp, barnacles, oysters, polychaete worms, Atlantic bottlenose dolphin, loggerhead sea turtle, diamondback terrapin, gopher tortoise

Assign an organism to each student (or group of students). They can create colorful posters, educational brochures, research papers, or presentations on their discoveries. Students can incorporate art, history, and English skills with scientific inquiry.

Coastal Issues Role Play – Using the Georgia coast as an example, have students think of specific coastal issues that affect the people and nature of our coast. Take one idea and develop a role play exercise around the issue. Have students act out different roles and argue the particular sides of the issue. Reserve some students for the non-biased panel and have them vote to close the exercise. You can use the following interest groups as ideas when developing roles:

- Environmental advocacy groups
- Local shop owners
- Government officials
- Citizens organization
- Real estate industry
- Tourist industry
- Nature conservancy groups
- Local politicians
- Senior citizens association
- Local economic groups

Recommended Books (very relevant information)

- *The Seaside Naturalist* by Deborah Coulombe
- *Tidelands Treasure* by Todd Ballentine
- *A Guide to a Georgia Barrier Island* by Taylor Schoettle
- *Southeastern and Caribbean Seashores* by Eugene Kaplan (Peterson Field Guide)

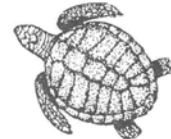
Georgia Learning Connection Approved Lesson Plans

For lesson plans search the Georgia Learning Connections database by keyword and/or grade. Other resources can also be located through the Georgia Standards website (<http://www.georgiastandards.org/>).

- Ocean and Their Content, Physical Properties, and Resources
http://www.glc.k12.ga.us/BuilderV03/lptools/lpshared/lpdisplay.asp?Session_Stamp=&LPID=33838
- Oceans in Peril
http://www.glc.k12.ga.us/BuilderV03/lptools/lpshared/lpdisplay.asp?Session_Stamp=&LPID=31151
- Sea Turtles: Distribution
http://www.glc.k12.ga.us/BuilderV03/lptools/lpshared/lpdisplay.asp?Session_Stamp=&LPID=8503
- Sand Sources
http://www.glc.k12.ga.us/BuilderV03/lptools/lpshared/lpdisplay.asp?Session_Stamp=&LPID=2968

Name Tags

We really appreciate schools with name tags. Feel free to use this clip art to make them fun and exciting (these images were gathered from google.com's images)!



Journals

Many schools choose to have their students complete journals while they are here. You are welcome to use the journal questions we have provided. If you choose to make your own, please make sure we get a copy well before your visit so we can make sure we cover all of your questions. You might also consider scheduling journals as one of your teacher led activities (day or evening) as a structured time for students to reflect.

BEACH ECOLOGY

Key Words: barrier island, erosion, accretion, long shore current, wrack, Georgia bight, waves

1. a) Describe how dunes form.

b) Why are dunes important?

c) What holds dunes together?
2. a) Draw the shape of the Georgia bight.

b) How does the bight affect our coastline?
3. a) Which end of barrier islands tend to erode?

b) Which end of barrier islands tend to accrete?
4. What is the difference between univalve and bivalve shells?
5. Name two kinds of organisms you found on the beach.

MARSH ECOLOGY

Key Words: detritus, *Spartina*, salt pan, hammock, tides, brackish, salinity, adaptation

1. Give three reasons why the salt marsh is important.

1)

2)

3)
2. List two conditions make it difficult for plants and animals to live in the marsh.
3. What causes the tides?
4. How many high and low tides does Jekyll have each day?
5. Draw a picture of the salt marsh and try to include the following zones: hammock, salt pan, high marsh, low marsh, tidal creek.

ORNITHOLOGY

Key Words: *adaptations, indicator species, feather, endothermic*

1. What characteristics make birds unique from other animals?
2. Of all the birds you've seen on Jekyll, draw and name your favorite bird below.
3. In what habitat does your favorite bird live?
4. What are two adaptations that help your favorite bird survive in its specific habitat?
5. List two reasons why birds are important.

SEINING & NETS

Key Words: *seine net, dorsal fin, caudal fin, pelvic fin, pectoral fin, anal fin, operculum, lateral line*

1. What characteristics make fish unique from other animals?
2. Draw a fish below and label the following parts:
dorsal fin, pectoral fin, pelvic fin, anal fin, caudal fin, operculum, lateral line
3. What size were most of the fish that you caught? Why?
4. What is the purpose of a lateral line?
5. How are sharks different from other fish?

DOCK STUDY

Key Words: *invertebrate, sessile, motile, plankton, nekton, benthic, fouling community, filter feeder, intertidal, subtidal*

1. What is an invertebrate?
2. Draw and label three lifestyles marine animals.
Give an example of an animal for each lifestyle.
3. Describe two reasons why it is difficult for organisms to live in the intertidal zone.
4. Why is the dock community called the fouling community?
5. Draw and label three organisms you discovered during dock study today.

HERPETOLOGY

Key Words: *metamorphosis, adaptation, venomous, ectothermic, carapace, scutes, terrestrial, aquatic*

1. What is herpetology?
2. Describe three differences between reptiles and amphibians.
 - 1)
 - 2)
 - 3)
3. Why do we call snakes venomous and not poisonous?
4. How can you tell the difference between an alligator and a crocodile?
5. List two reasons why reptiles are important.

MARITIME FOREST ECOLOGY

Key Words: *maritime, community, succession, adaptation, decomposition, canopy, understory, epiphyte*

1. What is a maritime forest?
2. List two conditions that make plants growing on the dunes different than the plants growing in the forest.
3. What does "F.B.I." stand for in the forest and what do they do?
4. How does the soil change from the ocean to the dunes?
5. Draw a picture of a maritime forest showing the different stages of succession (from primary dunes to the climax community).

BOTANY

Key Words: *botany, photosynthesis, respiration, transpiration, adaptation, dichotomous key, angiosperm, gymnosperm*

1. What are the differences between plants and animals?
 - 1)
 - 2)
 - 3)
2. Give three reasons why is Jekyll Island is considered a harsh environment for plants to live.
 - 1)
 - 2)
 - 3)
3. Name one adaptation a plant on Jekyll Island has and how that adaptation helps the plant survive.
4. List three characteristics that are used to identify plants.
 - 1)
 - 2)
 - 3)
5. What is the most interesting plant you learned about today? Why?

ORIENTEERING

Key Words: *compass, pace, cardinal direction, base plate, magnetic needle, housing, bearing, degree*

1. Why might you need to use a compass?
2. What is a pace? What is the length of your pace (in feet)?
3. What does the following phrase mean in orienteering?

“Put **Red** in the **Shed** and follow **Fred**.”
4. What are the four cardinal directions?
5. What would you do if you were lost in the woods, but you had a compass?

SLOUGH SLOG

Key Words: *complete metamorphosis, incomplete metamorphosis, nymph, pupae, larvae, adaptations, indicator species*

1. What type of water is found in sloughs? Where does the water come from?
2. List the stages of complete and incomplete metamorphosis.
Incomplete Complete
3. What conditions can make it difficult to live in the slough?
4. What sorts of plants and animals rely on the slough to live?
5. Name and draw one organism you saw in the slough.

SAND LAB & BEACH PROFILE

Key Words: grain, sediment, longshore current, quartz, slope, texture, graph

1. Where did the sand on Jekyll Island come from?
2. What are three characteristics or properties of sand?
 - 1)
 - 2)
 - 3)
3. In which direction does the longshore current carry sand along the Georgia coast?
4. What forces can move sand on a beach?
5. What may affect the slope of a beach?

PLANKTON LAB

Key Words: zooplankton, phytoplankton, holoplankton, meroplankton, producer, consumer, photosynthesis, photic zone

1. What does “plankton” mean?
2. List two reasons why phytoplankton are important.
 - 1)
 - 2)
3. What is the difference between holoplankton and meroplankton? Give one example of each.
4. How are plankton collected? Draw the device below.
5. Why are most plankton generally found in the photic zone?

NORTH END/COASTAL CONCERNS

Key Words: erosion, sea wall, jetty, rip-rap, dredge, decomposition

1. Describe how the beach at the north end of Jekyll is different from the south end beach.
2. What causes the differences between the north end and south end beach?
3. Why haven't the tree stumps at "boneyard beach" decomposed?
4. What is the purpose of a sea wall or jetty? Do they always work?
5. What kinds of different animals live on the north end beach? Why are their differences from the south end beach?

FISH DISSECTION

Key Words: lateral line, swim bladder, otolith, operculum, ctenoid scales

1. List three characteristics of perch.
2. Give two reasons why perch are important.
3. What is the function of the swim bladder?
4. Examine a scale and remove it. Draw a picture of a perch scale.
5. Imagine a perch ate a small fish. Trace the passage of the prey through the perch's digestive system.

HURRICANES

Key Words: hurricane, eye, storm surge, tropical depression, eyewall, storm tide, tropical storm, rain band, Saffir-Simpson Scale

1. When is hurricane season?
2. What is the major cause of a hurricane?
3. Draw and label a picture of a hurricane.
4. Which hurricane category will cause the most damage to a coastal community?
5. What protects the Georgia coast from hurricanes?

ENDANGERED SPECIES

Key Words: species, threatened, endangered, habitat, food chain, extinct

1. List three endangered species in the Southeast Coast.
 - 1)
 - 2)
 - 3)
2. List two things that cause a species to become endangered.
3. What is the difference between endangered and threatened?
4. What has to happen before a species is taken off the endangered list?

ENVIRONMENTAL ISSUES

Key Words: erosion, development, land use, waste management, pollution

1. What environmental issues did you discuss in class?
2. Draw a picture of what you presented in class.
3. Who is affected by environmental issues?
4. How are environmental issues solved?
5. What did you learn that you didn't know before coming to Jekyll Island?

MARINE MAMMALS

Key Words: mammal, pinniped, cetacean, dolphin, right whale

1. What are three characteristics of mammals?
 - 1)
 - 2)
 - 3)
2. What special adaptations do marine mammals have to live in the water?
3. How did right whales get their name?
4. If you could be any marine mammal, what would you be? Why?

SEA TURTLES

NIGHT WALK

Key Words: predator, turtle excluder device (TED), Endangered/ Threatened Species

Key Words: nocturnal, senses, bioluminescence

1. How many species of sea turtles are there worldwide?
2. Which species is the most rare?
3. Which turtle is most commonly found off the Georgia coast?
4. List three reasons why sea turtles are endangered.
 - 1)
 - 2)
 - 3)
5. Name two things you can do to help sea turtles survive.

1. Where did you go for your night walk?
2. What senses did you use during your night walk?
3. How were these senses different than what you use in the daytime?
4. Did your attitude change during or after your night walk?
5. List two nocturnal animals. Did you see any during your night walk?

WATER THICK & THIN

Key Words: *salinity, cohesion, adhesion, density, hydrometer, refractometer, surface tension, brackish*

1. What are three properties of water?
2. Does fresh water have any salt in it?
3. How salty is the average ocean water?
4. How can salinity be measured?
5. What do you call water that is a mixture of fresh and salt water?

SNAKES

Key Words: *venomous, scales, cold-blooded, hemotoxic, neurotoxic, and Jacobson's organ*

1. What is the difference between venomous and poisonous?
2. How often do snakes shed?
3. What are the two most common toxins in snake venom?
4. How does the Jacobson's organ work?
5. Give two reasons why snakes are important.

ASTRONOMY

Key Words: galaxies, solar system, constellation, nebulas, astronomical unit

1. What is a galaxy?
2. What galaxy are we in?
3. Describe one type of nebula.
4. What is the biggest planet in our solar system?
5. What is your favorite constellation? Why?

SHARKS

Key Words: cartilage, ampullae of Lorenzini, chondrichthyes, gill slits, nictitating membrane, placoid scales

1. List three characteristics of sharks.
2. Give two reasons sharks are important.
3. Are all sharks carnivores? Give an example of a shark that is not a carnivore.
4. Why do sharks have such large, oily livers?
5. Are sharks fish? Why or why not?

FISH KITS

Key Words: *counter shading, dorsal fin, caudal fin, gills, scales, fusiform, compressiform, depressiform*

1. List three characteristics of fish.
2. How does tail and body shape affect the speed of the fish?
3. Draw a “fast” fish below using appropriate tail and body shape.
4. What can a fish’s mouth tell you about that fish?
5. List three ways a fish may protect itself.

JEKYLL ISLAND 4-H CENTER SUMMARY

**FIELD STUDY NOTES AND
OBSERVATIONS**

Key Words: *barrier island, salt marsh, maritime forest, beach*

1. How are the beach, the salt marsh, and the maritime forest all related?

2. How are the beach, the salt marsh, and the maritime forest all different?

3. Why are barrier islands important?

4. What was your favorite class at Jekyll 4-H Center? Why?

5. What was your least favorite class at Jekyll 4-H Center? Why?
