

Kiss a Gator Camp

Summer Camp Programming Guide

**Alligator Attraction
Wildlife Learning Center**

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Introduction

Summer Camps at Alligator Attraction Wildlife Learning Center

Dear Staff Member/Volunteer,

Welcome to the team here at Alligator Attraction Wildlife Learning Center. We are excited to have you on board this summer for the programming season. Be prepared for a rigorous but exciting summer guiding children to discover a passion for learning and science. Enclosed in this packet you will find the handouts necessary to properly prepare for the curriculum and events.

This program focuses on hands on learning and is geared towards middle school children (but welcomes children between the ages of 8-13). The program runs from 8:00 – 3:00 five days a week, with two overnight events (one each month). The curriculum varies slightly between each week focusing on a singular topic but follows the same schedule from week to week. Students may sign up for more than one week but there is a maximum of 15 students per week.

Please do not hesitate to ask any questions you may have. We are committed to making an enjoyable experience for both our guests, our animals and our staff. Thank you for dedicating your time to our program and welcome to the team.

Sincerely,
Elizabeth Panek
Education Coordinator

Letter to the Families

Dear Families,

Thank you for choosing to be a part of this year's summer camp programs at Alligator Attraction Wildlife Learning Center. Whether your child will be with us for one week or eight, you can be sure that he or she will be participating in an experience like no other. With hands-on learning, animal interactions, and fun on-site field trips, your child will be both educated and entertained in both traditional classroom and field work settings. In addition, the program is geared to the current, middle school Next Gen standards for Science. This opportunity will thus help prepare your child for next year. We look forward to working with you in helping develop your child's curiosity for learning.

Sincerely,

The Education Team

(Signatures Digitally Inserted Below)

Next Gen Standards

MS-LS1-1 From Molecules to Organisms: Structures and Processes

Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.

MS-LS1-2 From Molecules to Organisms: Structures and Processes

Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.

MS-LS1-3 From Molecules to Organisms: Structures and Processes

Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.

MS-LS1-4 From Molecules to Organisms: Structures and Processes

Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.

MS-LS1-5 From Molecules to Organisms: Structures and Processes

Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.

MS-LS1-6 From Molecules to Organisms: Structures and Processes

Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.

MS-LS1-7 From Molecules to Organisms: Structures and Processes

Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.

MS-LS1-8 From Molecules to Organisms: Structures and Processes

Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.

MS-LS2-1 Ecosystems: Interactions, Energy, and Dynamics

Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.

MS-LS2-2 Ecosystems: Interactions, Energy, and Dynamics

Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.

MS-LS2-3 Ecosystems: Interactions, Energy, and Dynamics

Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.

MS-LS2-4 Ecosystems: Interactions, Energy, and Dynamics

Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

MS-LS2-5 Ecosystems: Interactions, Energy, and Dynamics

Evaluate competing design solutions for maintaining biodiversity and ecosystem services.*

MS-LS3-1 Heredity: Inheritance and Variation of Traits

Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.

MS-LS3-2 Heredity: Inheritance and Variation of Traits

Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.

MS-LS4-1 Biological Evolution: Unity and Diversity

Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.

MS-LS4-2 Biological Evolution: Unity and Diversity

Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.

MS-LS4-3 Biological Evolution: Unity and Diversity

Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy.

MS-LS4-4 Biological Evolution: Unity and Diversity

Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.

MS-LS4-5 Biological Evolution: Unity and Diversity

Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.

MS-LS4-6 Biological Evolution: Unity and Diversity

Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.

Camp Programs

Week 1 – Animal Adaptations

CRA1.1 – Animal Interaction

CRA1.2 – Scavenger Hunt

CRA1.3 – Research - Choose an Animal

Mini Game 1 – Adaptations Concentration

Mini Game 2 – Adaptations Matching

CRA 2.1 – Animal Interaction

CRA 2.2 –What is an Adaptation? - Pom Pom Eater Game

CRA 2.3 – Research – Pick your topic and start outline

Mini Game 3 – Sharks and Minnows

Mini Game 4 – Create a Creature

CRA 3.1 – Animal Interaction

CRA 3.2 – Feed a Gator / Hold a Gator

CRA 3.3 – Research – Revise your topic

Mini Game 5 - Bingo

Mini Game 6 – Word Search / Decoder Mission

CRA 4.1 – Animal Interaction

CRA 4.2 – Feed a Gator/Hold a Gator

CRA 4.3 – Practice your Presentation

Mini Game 7 – Red Light Green Light/ Animal Style

Mini Game 8 – Letter to Yourself

CRA 5.1 – Animal Interaction

CRA 5.2 - Presentations

CRA 5.3 - Presentations

Mini Game 9 – Farewell Activities (IE Responsible Cleanup)

Mini Game 10 – Farewell Ceremony

Week 2 – Ecosystems

CRA1.1 – Animal Interaction

CRA1.2 – Scavenger Hunt

CRA1.3 – Research - Choose an Ecosystem

Mini Game 1 – Ecosystem Concentration

Mini Game 2 – Ecosystem Matching

CRA 2.1 – Animal Interaction

CRA 2.2 –What is an Ecosystem? - Design an exhibit activity

CRA 2.3 – Research – pick your ecosystem/animal and start outlining

Mini Game 3 – Sharks and Minnows

Mini Game 4 – Create a Creature

CRA 3.1 – Animal Interaction

CRA 3.2 – Feed a Gator / Hold a Gator

CRA 3.3 – Research – Revise your topic

Mini Game 5 - Bingo

Mini Game 6 – Word Search / Decoder Mission

CRA 4.1 – Animal Interaction

CRA 4.2 – Feed a Gator/Hold a Gator

CRA 4.3 – Practice your Presentation

Mini Game 7 – Red Light Green Light/ Animal Style

Mini Game 8 – Letter to Yourself

CRA 5.1 – Animal Interaction

CRA 5.2 - Presentations

CRA 5.3 - Presentations

Mini Game 9 – Farewell Activities (IE Responsible Cleanup)

Mini Game 10 – Farewell Ceremony

Week 3 – Reptiles

CRA1.1 – Animal Interaction

CRA1.2 – Scavenger Hunt

CRA1.3 – Research - Choose a Reptile

Mini Game 1 – Reptile Concentration

Mini Game 2 – Reptile Matching

CRA 2.1 – Animal Interaction

CRA 2.2 –What is a reptile? - Warm Blooded/Cold Blooded Game

CRA 2.3 – Research – pick your reptile and start outlining

Mini Game 3 – Sharks and Minnows

Mini Game 4 – Create a Creature

CRA 3.1 – Animal Interaction

CRA 3.2 – Feed a Gator / Hold a Gator

CRA 3.3 – Research – Revise your topic

Mini Game 5 - Bingo

Mini Game 6 – Word Search / Decoder Mission

CRA 4.1 – Animal Interaction

CRA 4.2 – Feed a Gator/Hold a Gator

CRA 4.3 – Practice your Presentation

Mini Game 7 – Red Light Green Light/ Animal Style

Mini Game 8 – Letter to Yourself

CRA 5.1 – Animal Interaction

CRA 5.2 - Presentations

CRA 5.3 - Presentations

Mini Game 9 – Farewell Activities (IE Responsible Cleanup)

Mini Game 10 – Farewell Ceremony

Week 4 – Animal Nutrition

CRA1.1 – Animal Interaction

CRA1.2 – Scavenger Hunt

CRA1.3 – Research - Choose an Animal

Mini Game 1 – Ecosystem Concentration

Mini Game 2 – Ecosystem Matching

CRA 2.1 – Animal Interaction

CRA 2.2 –What is Nutrition? - Cooking Demonstration Activity

CRA 2.3 – Research – pick your animal and start outlining

Mini Game 3 – Sharks and Minnows

Mini Game 4 – Create a Creature

CRA 3.1 – Animal Interaction

CRA 3.2 – Feed a Gator / Hold a Gator

CRA 3.3 – Research – Revise your topic

Mini Game 5 - Bingo

Mini Game 6 – Word Search / Decoder Mission

CRA 4.1 – Animal Interaction

CRA 4.2 – Feed a Gator/Hold a Gator

CRA 4.3 – Practice your Presentation

Mini Game 7 – Red Light Green Light/ Animal Style

Mini Game 8 – Letter to Yourself

CRA 5.1 – Animal Interaction

CRA 5.2 - Presentations

CRA 5.3 - Presentations

Mini Game 9 – Farewell Activities (IE Responsible Cleanup)

Mini Game 10 – Farewell Ceremony

Week 5 – Mammals

CRA1.1 – Animal Interaction

CRA1.2 – Scavenger Hunt

CRA1.3 – Research - Choose a Mammal

Mini Game 1 – Ecosystem Concentration

Mini Game 2 – Ecosystem Matching

CRA 2.1 – Animal Interaction

CRA 2.2 –What is a Mammal? - Warm Blooded/Cold Blooded Game

CRA 2.3 – Research – pick your mammal and start outlining

Mini Game 3 – Sharks and Minnows

Mini Game 4 – Create a Creature

CRA 3.1 – Animal Interaction

CRA 3.2 – Feed a Gator / Hold a Gator

CRA 3.3 – Research – Revise your topic

Mini Game 5 - Bingo

Mini Game 6 – Word Search / Decoder Mission

CRA 4.1 – Animal Interaction

CRA 4.2 – Feed a Gator/Hold a Gator

CRA 4.3 – Practice your Presentation

Mini Game 7 – Red Light Green Light/ Animal Style

Mini Game 8 – Letter to Yourself

CRA 5.1 – Animal Interaction

CRA 5.2 - Presentations

CRA 5.3 - Presentations

Mini Game 9 – Farewell Activities (IE Responsible Cleanup)

Mini Game 10 – Farewell Ceremony

Week 6 – Conservation

CRA1.1 – Animal Interaction

CRA1.2 – Scavenger Hunt

CRA1.3 – Research - Choose an Ecosystem

Mini Game 1 – Ecosystem Concentration

Mini Game 2 – Ecosystem Matching

CRA 2.1 – Animal Interaction

CRA 2.2 –What is Conservation? - Recycled Paper Project

CRA 2.3 – Research – pick your animal and start outlining

Mini Game 3 – Sharks and Minnows

Mini Game 4 – Create a Creature

CRA 3.1 – Animal Interaction

CRA 3.2 – Feed a Gator / Hold a Gator

CRA 3.3 – Research – Revise your topic

Mini Game 5 - Bingo

Mini Game 6 – Word Search / Decoder Mission

CRA 4.1 – Animal Interaction

CRA 4.2 – Feed a Gator/Hold a Gator

CRA 4.3 – Practice your Presentation

Mini Game 7 – Red Light Green Light/ Animal Style

Mini Game 8 – Letter to Yourself

CRA 5.1 – Animal Interaction

CRA 5.2 - Presentations

CRA 5.3 - Presentations

Mini Game 9 – Farewell Activities (IE Responsible Cleanup)

Mini Game 10 – Farewell Ceremony

Week 7 – Animal Training

CRA1.1 – Animal Interaction

CRA1.2 – Scavenger Hunt

CRA1.3 – Research - Choose an Animal

Mini Game 1 – Animal Concentration

Mini Game 2 – Animal Matching

CRA 2.1 – Animal Interaction

CRA 2.2 –What is Animal Training? - Training Session with the Pigs

CRA 2.3 – Research – pick your animal and start outlining

Mini Game 3 – Sharks and Minnows

Mini Game 4 – Create a Creature

CRA 3.1 – Animal Interaction

CRA 3.2 – Feed a Gator / Hold a Gator

CRA 3.3 – Research – Revise your topic

Mini Game 5 - Bingo

Mini Game 6 – Word Search / Decoder Mission

CRA 4.1 – Animal Interaction

CRA 4.2 – Feed a Gator/Hold a Gator

CRA 4.3 – Practice your Presentation

Mini Game 7 – Red Light Green Light/ Animal Style

Mini Game 8 – Letter to Yourself

CRA 5.1 – Animal Interaction

CRA 5.2 - Presentations

CRA 5.3 - Presentations

Mini Game 9 – Farewell Activities (IE Responsible Cleanup)

Mini Game 10 – Farewell Ceremony

Week 8 – Insects and Arachnids

CRA1.1 – Animal Interaction

CRA1.2 – Scavenger Hunt

CRA1.3 – Research - Choose an Insect/Arachnid

Mini Game 1 – Ecosystem Concentration

Mini Game 2 – Ecosystem Matching

CRA 2.1 – Animal Interaction

CRA 2.2 –What are Insects and Arachnids? - Six legs/8 legs game / exoskeleton game

CRA 2.3 – Research – pick your animal and start outlining

Mini Game 3 – Sharks and Minnows

Mini Game 4 – Create a Creature

CRA 3.1 – Animal Interaction

CRA 3.2 – Feed a Gator / Hold a Gator

CRA 3.3 – Research – Revise your topic

Mini Game 5 - Bingo

Mini Game 6 – Word Search / Decoder Mission

CRA 4.1 – Animal Interaction

CRA 4.2 – Feed a Gator/Hold a Gator

CRA 4.3 – Practice your Presentation

Mini Game 7 – Red Light Green Light/ Animal Style

Mini Game 8 – Letter to Yourself

CRA 5.1 – Animal Interaction

CRA 5.2 - Presentations

CRA 5.3 - Presentations

Mini Game 9 – Farewell Activities (IE Responsible Cleanup)

Mini Game 10 – Farewell Ceremony

Camp Schedule

Time	M	T	W	Th	F
7:30-8:00	Arrival	Arrival	Arrival	Arrival	Arrival
8:00-8:30	CRA 1.1	CRA 2.1	CRA 3.1	CRA 4.1	CRA 5.1
8:30-9:00	CRA 1/2	CRA 1/2	CRA 1/2	CRA 1/2	CRA 1/2
9:00-9:30	CRA 1.2	CRA 2.2	CRA 3.2	CRA 4.2	CRA 5.2
9:30-10:00	Snack	Snack	Snack	Snack	Snack
10:00 - 10:30	CRA1.3	CRA2.3	CRA3.3	CRA4.3	CRA5.3
10:30-11:00	CRA 1.3	CRA 2.3	CRA 3.2	CRA 4.3	CRA 5.3
11:00-11:30	Lunch	Lunch	Lunch	Lunch	Lunch
11:30-12:00	Lunch	Lunch	Lunch	Lunch	Lunch
12:00-12:30	Mini	Mini	Mini	Mini	Mini
12:30-1:00	Arcade	Escape Room	Shell Walk	Fishing	Paint
1:00-1:30	Arcade	Escape Room	Shell Walk	Fishing	Paint
1:30-2:00	Arcade	Escape Room	Shell Walk	Fishing	Paint
2:00-2:30	Arcade	Escape Room	Shell Walk	Fishing	Paint
2:30-3:00	Mini	Mini	Mini	Mini	Mini
3:00-3:30	Dismiss	Dismiss	Dismiss	Dismiss	Dismiss

*CRA – Class Room Activity

*Mini Activity (Outdoors) – Learning Reinforcement Games

Student Schedule

Time	Activity
7:30-8	Arrival
8-8:30	Animal Interaction
8:30-9	Animal Interaction/Class Room Activity
9-9:30	Class Room Activity
9:30-10	Snack
10-10:30	Research Time
10:30-11	Research Time
11-11:30	Lunch
11:30-12	Lunch
12-12:30	Mini Game
12:30-1	Field Trip
1-1:30	Field Trip
1:30-2	Field Trip
2-2:30	Field Trip
2:30-3	Mini Game
3-3:30	Dismiss

Student Interest Form

Student's Name _____ Grade Level _____

Student's Age _____ Student's Shirt Size _____

Student's Reason to Attend _____

Three things I want to learn at camp are:

1. _____

2. _____

3. _____

From the list below, please number student's top three

choices: Note this does not guarantee that the student will be working with these animals, but gives us an idea as we try to best fit every student's desires into the week.

- | | | |
|---|------------------------------------|---------------------------------------|
| <input type="checkbox"/> Alligator | <input type="checkbox"/> Snake | <input type="checkbox"/> Guinea Pig |
| <input type="checkbox"/> Scorpion | <input type="checkbox"/> Tarantula | <input type="checkbox"/> Sloth |
| <input type="checkbox"/> Chinchilla | <input type="checkbox"/> Bunny | <input type="checkbox"/> Skunk |
| <input type="checkbox"/> Shark | <input type="checkbox"/> Stingray | <input type="checkbox"/> Monitor |
| <input type="checkbox"/> Skinny Pig | <input type="checkbox"/> Pig | <input type="checkbox"/> Water Dragon |
| <input type="checkbox"/> Bearded Dragon | <input type="checkbox"/> Crocodile | <input type="checkbox"/> Frog |

Please use back if more space is needed for any sections.

Student Safety Form

Student's Name _____ Student's Age _____

Parent/Legal Guardian's Name(s)

Parent/Guardian's Phone Number(s)

Student's Medications:

Student's Allergies:

Emergency Contact (If Parent/Guardian Cannot be Reached)

Name: _____

Phone Number: _____

Relation to Student: _____

Liability Form

-Attach Waiver Form Here-

Overnight Camp Event

Summary: A “lock in” style event where students learn about nocturnal and diurnal animals. Events are planned to encompass different Next Gen standards for grades 6-8. Students will sleep on site with campers and will bring their own camping supplies, I.E. bedding, blankets, pajamas, pillow, toothbrush and toothpaste. There is a maximum of 30 attendees for this event.

This event runs from 5:30pm until 7:30am the next day. Two employees are required at a minimum (one male and one female).

Schedule:

5:30-6:00pm – Students are dropped off at the Learning Classroom.

6:00pm – 7:00pm – Students are served dinner from De’Losas as designated on their dinner order forms.

7-7:30 Students feed and hold the alligators

7:30-8 Students prepare their sleeping arrangements in the main room of Alligator Attraction

8:00-8:45 Students do a night hike of the facility and observe the animals at night evaluating nocturnal versus diurnal behaviors

8:45-9:30 Animal Interactions in the classroom. Students learn about some of the animal ambassadors of Alligator Attraction and their specific adaptations for their preferred time of day/night.

9:30-10:00 Students prepare for lights out.

10:00 Lights Out

7:00-7:30 Wake up/Pack Up

(This event could continue throughout the year or biweekly over the summer if utilizing the lessons taught in the curriculum for variety or if enough interest is shown.)

Cost: Food Per Person, Feed for Alligators, Employees ability to be utilized for the remainder of the week (This takes a lot of hours on a time sheet and energy/sleep) Tee Shirt or Tooth if want to do a souvenir but not necessary

Chaperones are always nice for this one because of large number of people but at the same time can be done without it (if smaller numbers) and has its perks sometimes if the group is good enough.

\$50-100

Affiliations

De'Losas

Hubbard's Marina

John's Pass Arcade

Pirate Cruise

Painting With a Twist

Contact List

-Staff Use Only-

Sonny Flynn
CEO Alligator Attraction
#7272491868

Jamie
Manager Alligator Attraction

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Education Specialist
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Ross
Summer Camp Educator
