

DOLPHIN RESEARCH CENTER

Distance Learning: Pax and the Scrumptious Squid

Join the Dolphin Research Center Squid Squad to learn about squid anatomy and the important role that squid play in the ecosystem! Participate in a live question and answer session with a trainer/dolphin expert and get to see a squid dissection!

Grade Levels: Grade 4- Adult Learner

Program Description:

Students will discuss how squid are classified, their role in the ecosystem, and their importance to dolphins. After their introduction to squid students will have the opportunity to watch an actual squid dissection and ask an educator questions. Participants will have the opportunity to discuss conservation and how they can help ensure that there is plenty of food for everyone in the ocean!

Concepts Addressed:

- Explain how squid are classified
- Outline role that squid play in the ecosystem and food web
- Identify the major points of external anatomy
- Find and identify the major points of squid internal anatomy
- Identify and discuss conservation issues related to squid and fisheries
- Brainstorm and discuss strategies for being an informed consumer and helping to conserve fisheries

Program Format:

- Program will open with an introduction by the instructors of the program and an overview of Dolphin Research Center.
- Students will discuss the classification of squid with their instructor and the role that they play in the ecosystem. This includes how the squid are important to the dolphins at Dolphin Research Center.
- The instructor will begin with an external anatomy lesson of the squid by pointing out the external appendages, organs and important adaptations on their subject.
- The instructor will then begin the dissection to show the components of the internal anatomy. This may or may not include: the beak, the buccal bulb and esophagus, the gonads, ink sac and pen.
- Students and the instructor will discuss the challenges that squid and other commercial fisheries face.



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- Students and the instructor will brainstorm and discuss ways that they can be responsible consumers of seafood to ensure that there is enough food for everyone in the ocean.

Program Logistics

Program Length: 30- 45 minutes

Minimum # of participants: 1

Maximum # of participants: For groups over 70 please contact us

Program Cost: \$130.00 (CILC premium members: \$120)

*Discounts may be available for bulk programming.

Program Fee Notes: Payment of associated fees must be received 72 hours before the program date. If payment is not received by this time the program is subject to cancellation.

Cancellation Policy: We will not charge for programs canceled due to nature i.e. snow days. The full fee will be charged to sites which cancel with less than 48 hours notice. Payment is due 72 hours before the program. If payment is not received by this time the program is subject to cancellation. Dolphin Research Center reserves the right to cancel programs at anytime. If Dolphin Research Center cancels a program than it will contact the requester to discuss rescheduling options. If a program does not occur because of an error in communication between the requester and Dolphin Research Center, requesters will still be charged the full price of the programs. Sites need to participate in a tech run with Dolphin Research Center staff members. This will be scheduled to occur prior to your program date. If the tech run does not occur the full fee will be charged to sites that cannot connect at program time.

Program Delivery Mode: Google Hangouts, ZOOM, CILC One-Click-Connect (for H323)

Recording of any type during a Dolphin Research Center distance learning program is prohibited.



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Standards

Florida

Florida Next Generation Science Standards met or supported:

- **SC..4.L.17.2** Explain that animals, including humans, cannot make their own food and that when animals eat plants or other animals, the energy stored in the food source is passed to them.
- **SC.4.L.17.3** Trace the flow of energy from the Sun as it is transferred along the food chain through the producers to the consumers.
- **SC.4.L.17.4** Recognize ways plants and animals, including humans, can impact the environment.
- **SC.5.L.14.2** Compare and contrast the function of organs and other physical structures of plants and animals, including humans, for example: some animals have skeletons for support -- some with internal skeletons others with exoskeletons -- while some plants have stems for support.
- **SC.5.L.15.1** Describe how, when the environment changes, differences between individuals allow some plants and animals to survive and reproduce while others die or move to new locations.
- **SC.5.L.17.1** Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.
- **SC.6.L.14.5** Identify and investigate the general functions of the major systems of the human body (digestive, respiratory, circulatory, reproductive, excretory, immune, nervous, and musculoskeletal) and describe ways these systems interact with each other to maintain homeostasis.
- **SC.6.L.15.1** Analyze and describe how and why organisms are classified according to shared characteristics with emphasis on the Linnaean system combined with the concept of Domains.
- **SC.7.L.17.1** Explain and illustrate the roles of and relationships among producers, consumers, and decomposers in the process of energy transfer in a food web.
- **SC.7.L.17.2** Compare and contrast the relationships among organisms such as mutualism, predation, parasitism, competition, and commensalism.
- **SC.7.L.17.3** Describe and investigate various limiting factors in the local ecosystem and their impact on native populations, including food, shelter, water, space, disease, parasitism, predation, and nesting sites.
- **SC.912.L.15.4** Describe how and why organisms are hierarchically classified and based on evolutionary relationships.
- **SC.912.L.17.15** Discuss the effects of technology on environmental quality
- **SC.912.L.17.17** Assess the effectiveness of innovative methods of protecting the environment.
- **SC.912.L.15.5** Explain the reasons for changes in how organisms are classified.
- **SC.912.L.15.6** Discuss distinguishing characteristics of the domains and kingdoms of living organisms.
- **SC.912.L.15.7** Discuss distinguishing characteristics of vertebrate and representative invertebrate phyla, and chordate classes using typical examples.



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- **SC.912.L.17.2** Explain the general distribution of life in aquatic systems as a function of chemistry, geography, light, depth, salinity, and temperature.
- **SC.912.L.17.3** Discuss how various oceanic and freshwater processes, such as currents, tides, and waves, affect the abundance of aquatic organisms.
- **SC.912.L.17.6** Compare and contrast the relationships among organisms, including predation, parasitism, competition, commensalism, and mutualism.
- **SC.912.L.17.8** Recognize the consequences of the losses of biodiversity due to catastrophic events, climate changes, human activity, and the introduction of invasive, non-native species.
- **SC.912.L.17.9** Use a food web to identify and distinguish producers, consumers, and decomposers. Explain the pathway of energy transfer through trophic levels and the reduction of available energy at successive trophic levels.
- **SC.912.L.17.11** Evaluate the costs and benefits of renewable and nonrenewable resources, such as water, energy, fossil fuels, wildlife, and forests.
- **SC.912.L.17.13** Discuss the need for adequate monitoring of environmental parameters when making policy decisions.
- **SC.912.L.17.14** Assess the need for adequate waste management strategies.
- **SC.912.L.17.15** Discuss the effects of technology on environmental quality.
- **SC.912.L.17.16** Discuss the large-scale environmental impacts resulting from human activity, including waste spills, oil spills, runoff, greenhouse gases, ozone depletion, and surface and groundwater pollution.
- **SC.912.L.17.17** Assess the effectiveness of innovative methods of protecting the environment.
- **SC.912.L.17.18** Describe how human population size and resource use relate to environmental quality.
- **SC.912.L.17.19** Describe how different natural resources are produced and how their rates of use and renewal limit availability.
- **SC.912.L.17.20** Predict the impact of individuals on environmental systems and examine how human lifestyles affect sustainability.

Language Arts Florida Standards met or supported:

- **LAFS.4.SL.1.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 *topics and texts*, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.



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- **LAFS.4.SL.2.6** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
- **LAFS.5.SL.1.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- **LAFS.5.SL.2.6** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
- **LAFS.6.SL.1.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing
- **LAFS.6.SL.2.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- **LAFS.7.SL.1.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. D. Acknowledge new information expressed by others and, when warranted, modify their own views.
- **LAFS.7.SL.2.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- **LAFS.8.SL.1.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and



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expressing their own clearly. A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

- **LAFS.8.SL.2.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- **LAFS.910.SL.1.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. D. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- **LAFS.910.SL.2.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- **LAFS.1112.SL.1.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue;



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resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

- **LAFS.1112.SL.2.6** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

National

Next Generation Science Standards met or supported:

- **4-LS1-1** Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
- **5-PS3-1** Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.
- **5-LS2-1** Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
- **MS-LS1-3** Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.
- **MS-LS1-7** 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-LS2-1** 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** Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.
- **MS-LS2-3** Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.
- **MS-LS2-4** Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.
- **MS-LS2-5** Evaluate competing design solutions for maintaining biodiversity and ecosystem services
- **HS-LS2-7** Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.*
- **HS-LS4-5** Evaluate the evidence supporting claims that changes in environmental conditions may result in (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.
- **HS-LS4-6** Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.*

Common Core for English Language Arts met or supported:

- **CCSS.ELA-LITERACY.SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other



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information known about the topic to explore ideas under discussion. B .Follow agreed-upon rules for discussions and carry out assigned roles. C .Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. D .Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

- **CCSS.ELA-LITERACY.SL.4.6** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 here for specific expectations.)
- **CCSS.ELA-LITERACY.SL.5.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. A .Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. B .Follow agreed-upon rules for discussions and carry out assigned roles. C .Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. D .Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- **CCSS.ELA-LITERACY.SL.5.6** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)
- **CCSS.ELA-LITERACY.SL.6.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. A .Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B . Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. C .Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. D . Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- **CCSS.ELA-LITERACY.SL.6.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)
- **CCSS.ELA-LITERACY.SL.7.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. A .Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under



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discussion. B .Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. C .Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. D .Acknowledge new information expressed by others and, when warranted, modify their own views.

- **CCSS.ELA-LITERACY.SL.7.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 here for specific expectations.)
- **CCSS.ELA-LITERACY.SL.8.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. A .Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B .Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. C .Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. D .Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- **CCSS.ELA-LITERACY.SL.8.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)
- **CCSS.ELA-LITERACY.SL.9-10.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. A .Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B .Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. C .Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. D .Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- **CCSS.ELA-LITERACY.SL.9-10.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)



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- **CCSS.ELA-LITERACY.SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. A .Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B .Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. C .Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. D .Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- **CCSS.ELA-LITERACY.SL.11-12.6** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)

Ocean Literacy Principles

- **5A** Ocean life ranges in size from the smallest living things, microbes, to the largest animal on Earth, blue whales.
- **5D** Ocean biology provides many unique examples of life cycles, adaptations, and important relationships among organisms (symbiosis, predator-prey dynamics, and energy transfer) that do not occur on land.
- **6D** Humans affect the ocean in a variety of ways. Laws, regulations, and resource management affect what is taken out and put into the ocean. Human development and activity leads to pollution (point source, nonpoint source, and noise pollution), changes to ocean chemistry (ocean acidification), and physical modifications (changes to beaches, shores, and rivers). In addition, humans have removed most of the large vertebrates from the ocean.
- **6G** Everyone is responsible for caring for the ocean. The ocean sustains life on Earth and humans must live in ways that sustain the ocean. Individual and collective actions are needed to effectively manage ocean resources for all.

Recommended Materials and Preparation

- Teachers may choose to have their students follow along in the dissection. If they choose to do this they must let DRC know and they must provide their own materials.



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- Squid can often be sourced inexpensively through local bait shops
- Dissection Kits are useful as well as dissection pans:
<https://www.carolina.com/dissecting-sets/student-dissecting-set-i/621096.pr>
https://www.carolina.com/dissecting-pans-pads/standard-aluminum-pan-with-pad-7-12-x-11-14-x-1-12-in/629011.pr?intid=jl_pdpfam&jl_ctx=on_site
- If dissection kits are not acceptable scissors or scalpels may be used with forceps or tweezers



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