

**Eel Grass
Restoration
Outreach Materials**

**Jill Carr
UMass Boston**

School to Sea Boat Trip Eelgrass Lesson

Salem Sound Coastwatch

Abstract

This interactive lesson is meant to explain what eelgrass is, what threats it faces, and why it's important to the health of Salem Sound. It introduces how scientists collect data to monitor the abundance of eelgrass. Students will learn to estimate the percent coverage of vegetation within a quadrat. This lesson is intended for an audience of roughly 20-25 students and designed for a boat equipped with an underwater camera in Salem Harbor. It's flexible, so please tailor it to your needs; feel free to include as much or as little of the information below as you'd like, based on the age of the students.

Materials

- ☐ SplashCam underwater camera
- ☐ PVC 0.25 m² quadrat camera frame (with 30 ft. line)
- ☐ Laminated data sheets with reference charts (x2)
- ☐ Clipboards for data sheets (x2)
- ☐ Dry-erase markers for data sheets
- ☐ Laminated map of eelgrass beds in Salem Sound

Lesson Outline

What is Eelgrass?

- First, move to a location with fairly shallow water (roughly 15 to 25 ft.) before lowering the camera, which should be attached to the quadrat frame facing down toward the seafloor. The camera should project onto a monitor.
- Gently lower the drop-frame and camera to the bottom and wait 10 seconds for the sediment to settle. Make sure the quadrat lands upright and there is some amount of eelgrass within the quadrat.
- Ask the students what they see in the square: Do they know what's growing on the bottom?
- **Explain what they're seeing:** This is an eelgrass bed! Eelgrass (*Zostera marina*) is a native sea grass that lives in shallow waters with plenty of sunlight. It roots in the substrate and sprouts from rhizomes. It's a kind of flowering plant (unlike seaweed and other algae), which means it produces seeds.
 - Eelgrass is unique because it's one of very few plants that can survive entirely underwater! Its leaves have small air pockets to keep them buoyant, and its roots can grow in substrates where oxygen is unavailable.
- **Explain why it's important:** Eelgrass provides food and shelter to marine life and protects our coastlines from erosion.
 - Eelgrass is a nursery habitat for animals like young lobsters, flounder, mussels, and scallops, all of which are important to our fisheries.

- The leaves (which grow up to 3 ft. tall) reduce incoming wave energy, and their roots secure the soil and trap sediment, which builds the shoreline and prevents coastal erosion.
- It's a food source for sea turtles, ducks, geese, sea urchins, and snails.
- It filters out pollutants / runoff and sequesters carbon dioxide as it grows, which keeps our water clean and reduces the impacts of climate change.
 - It's known as a "blue carbon" habitat because it combats ocean acidification and global warming by storing CO₂ underwater.

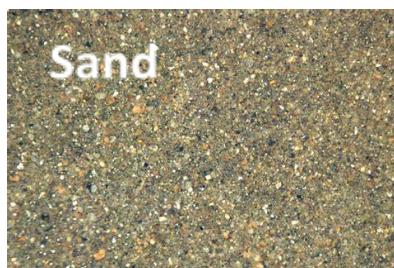
Quadrat Exercise

- Next, the students get to make their own observations. Move the frame and camera to a slightly different spot so the camera is looking at a new location on the seafloor.
- Split the students into two teams, and provide each team with a data sheet.
 - One team will observe the sediment and decide what types of substrate are present in the quadrat (sand, gravel, and shell hash).
 - One team will observe the eelgrass and estimate the percent coverage of grass in the quadrat using the chart below.
 - Older students can estimate the percent coverage numerically using four bins (1-10%, 10-30%, 30-75%, 75-100%).
 - Younger students can estimate the coverage qualitatively using three categories (low, medium, high).

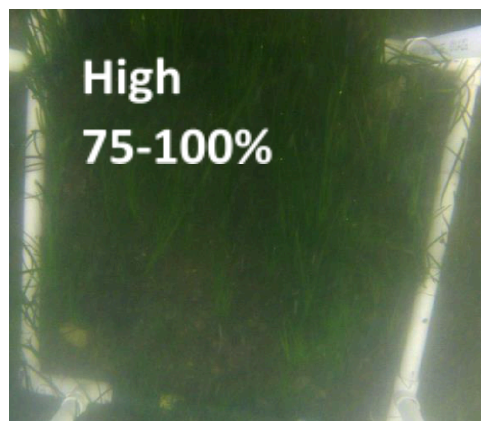
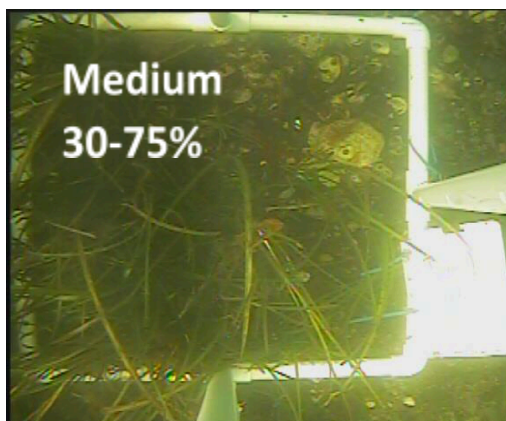
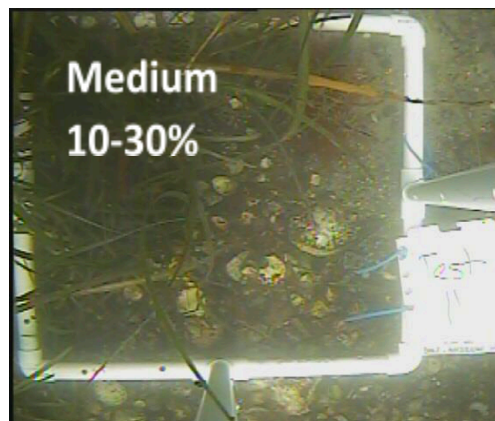
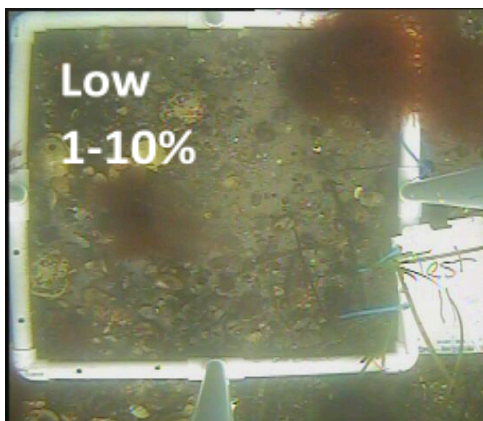
Sea Grass Field Sampling (Winter Island)

	Coverage	Sediment		
	Eelgrass	Sand	Gravel	Shell Hash
Team A		Y / N	Y / N	Y / N
Team B		Y / N	Y / N	Y / N

Substrates:



Percent Cover:



- Allow the teams to discuss and work on their data sheets for about 3-5 minutes, then change roles and repeat so that each team observes both the eelgrass and substrate.
 - If multiple chaperones are present, it may be helpful to have one adult act as a scribe for each team.
- After both teams have finished, reconvene the students as a group. Ask them to **share what they noticed**: were there any differences between the two teams' results? What might their observations mean about where eelgrass grows?
 - For instance, if there was dense eelgrass coverage and lots of sand, does eelgrass prefer to grow in sandy substrates?
- Finally, collect the data sheets and erase them to be reused next time.

Conclusion & Takeaways

- Use this exercise to **explain scientific monitoring efforts**. The students just used a quadrat to take a random sample of the harbor; scientists do the same thing to monitor the health of eelgrass beds. By doing lots of quadrat surveys in different places, we can get an idea of where eelgrass is growing and how its distribution is changing over time!
 - Salem Sound Coastwatch is doing exactly this – we're using an underwater camera to map changes in eelgrass habitat all along the coast of Massachusetts.
 - While explaining this, feel free to pass around a [map of eelgrass beds](#) in Salem Sound.
- **Explain what scientists have discovered this way**: it turns out, eelgrass has been disappearing from the harbor for a number of reasons.
 - Sediment runoff increases the turbidity (murkiness) of the water, as do algal blooms caused by excess nutrients. This reduces the amount of sunlight that

eelgrass receives, causing it to die off. Even shade from small docks can have the same effect!

- Boating activities can harm eelgrass in a number of ways. Propellers and anchors tear up the leaves, and moorings can rip through the roots and rhizomes as they're dragged by the current, known as "scarring."
- Severe storms and dredging projects can directly uproot eelgrass beds.
- Higher temperatures, disease, and predation from invasive species also damage eelgrass populations.
- **Explain what people are doing to protect eelgrass:** Lots of people are trying to [help eelgrass](#) by improving our water quality and replanting eelgrass beds in Salem, Beverly, and Marblehead.
 - Salem Sound Coastwatch is currently working on a project funded by WHOI SeaGrant with MassBays and MA DMF to study the use of eelgrass seeds in eelgrass restoration at [Winter Island](#). This is unusual in Massachusetts, because restoration projects usually involve transplanting entire eelgrass shoots (or "plugs"). If it proves to be successful, a seed-based approach could allow restoration projects to cover a much greater area.
 - Scientists are also investigating whether heat-tolerant eelgrass from southern regions could be brought further north in order to protect eelgrass beds from global warming in the future.
- Don't forget to pull up the camera and frame again before leaving!

Eelgrass Seed Viability Testing

Eelgrass (*Zostera marina*) is a critical marine habitat that provides a myriad of ecosystem services, yet its extent continues to decline across the Massachusetts coastline and beyond. Restoration efforts to date have largely focused on the transplantation of adult shoots, the effectiveness of which is limited by the high implementation cost and low potential for scaling up to the extent needed to reverse recent declines. Seed-based restoration offers an alternative that can be implemented at greater scales and at a lower per-area cost. The Massachusetts Bays National Estuary Partnership (MassBays), the Massachusetts Division of Marine Fisheries (MA DMF), and Salem Sound Coastwatch (SSCW) were funded by the Woods Hole Oceanographic Institution (WHOI) SeaGrant to determine if seed-based restoration can be an effective method for eelgrass restoration.

Viable seeds are the foundation of this work. We'll be contributing to this study by testing the viability of seeds from a local and a non-local source to measure their fall velocity, shell hardness, and color. Marion and Orth (2010) found that viable ("good") seeds had an intact coat, resisted compression, and had a fall velocity of 5.5cm/sec or higher, with 89% of those seeds producing seedlings.

"Good" seed checklist:

- ☒ Intact coat
- ☒ Firm seed
- ☒ Fast fall velocity

Materials:

- | | |
|--------------------------------------|-----------------------------|
| - 2 white ice cube trays (drop test) | - Seawater (20ppt) |
| - 1 gray ice cube tray (tetrazolium) | - Stopwatch |
| - Forceps | - Tetrazolium solution (1%) |
| - Drop tank | - Scalpel |
| - Ruler | - Dissecting microscope |

Drop-test Procedure:

Each group will be testing a subset of seeds from either the LOCAL (West Beach, Beverly) or the NONLOCAL (Provincetown) seed source.

1. Fill your tank with 22cm of seawater (20 ppt). Be sure to measure the water level from the inside of the tank.
2. Obtain a sample of seeds from either the Local or the Nonlocal study site.
3. With forceps, randomly select a single seed from your sample. Inspect the seed. Note its color (light, medium, dark), hardness (soft/firm), and whether or not the seed coat is intact or damaged. Record this on the data sheet.

4. While one partner waits ready with the stopwatch, the other partner should hold the seed just below the water's surface with the forceps. Count down (3, 2, 1) and then simultaneously release the seed and start the timer. Stop the timer when the seed hits the bottom of the tank. Record the drop time on your data sheet.
5. Repeat until you have tested a total of 32 seeds.

DROP TEST DATA SHEET

Circle Seed Location: LOCAL // NONLOCAL

[illegible]

Seed #	Color	Hardness	Seed Coat	Drop Time (sec)

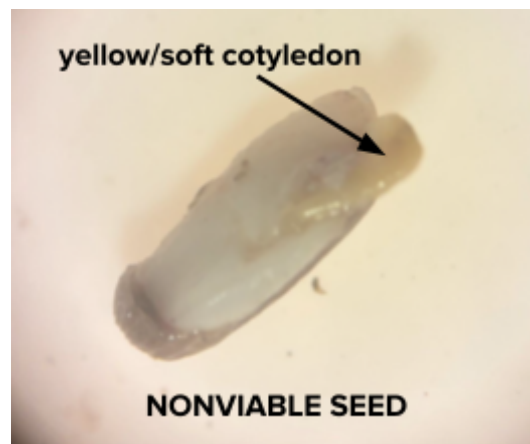
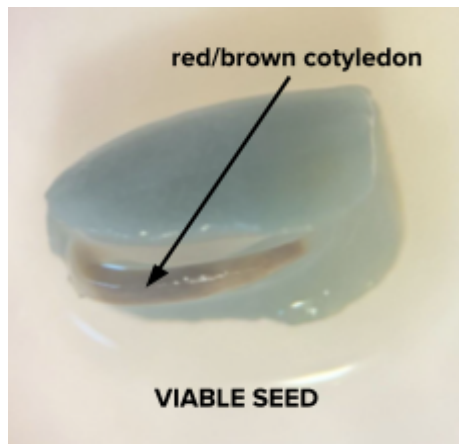
Tetrazolium Staining Procedure:

Viability is determined via tetrazolium staining. A seed's cotyledon will be stained brown/red if viable and will remain yellow if nonviable. Each group will test half of the seeds from the drop test to determine if there is a correlation between drop velocity and viability.

1. Put on gloves and safety goggles. Obtain the gray tetrazolium ice cube tray, forceps, and a scalpel (CAUTION: SCALPEL BLADES ARE EXTREMELY SHARP).
2. Using a pipette, fill each ice cube tray compartment with enough tetrazolium solution to cover the bottom (about 1ml).
3. Select 16 seeds to test in the following categories:
 - a. 4 of the fastest seeds.
 - b. 4 of the slowest seeds.
 - c. 4 medium-fast seeds.
 - d. 4 medium-slow seeds.
4. One at a time, remove a selected seed from the drop test ice cube tray and, using the scalpel, CAREFULLY cut away the seed coat, ensuring the inside embryo is not damaged.
5. Place the unsheathed seed in the tetrazolium solution, ensuring you've noted which seed # corresponds to the tetrazolium bin #.
6. Repeat these steps for the remaining seeds. Seeds will be inspected after 24 hours.

Day 2 Tetrazolium Procedure:

1. Put on gloves and goggles. Obtain forceps, a class petri dish, and dissecting microscope.
2. Remove the first seed from the tetrazolium solution with forceps and place in the glass dish.
3. Observe the seed through the dissecting microscope. Specifically, you're looking for the cotyledon (the first shoot during germination) is stained. If it is stained red/brown, consider the seed viable. If yellow or soft/mushy, consider the seed nonviable. See photos below.
4. Record your findings for all 16 seeds on the data sheet provided.



TETRAZOLIUM VIABILITY DATA SHEET

Seed #	Viability (<i>viable</i> / <i>nonviable</i>)	Observation Notes

GRAPHS

Calculate the seeds' velocity (cm/sec) in Google sheets. Compile the results of the class data on a Google sheet. Calculate the average seed velocity per site. Calculate the average number of viable seeds per site. Make two bar graphs to visualize these data.

CONCLUSION

Write a conclusion summarizing your results.

- Brief overview of eelgrass restoration, our study, and why this is important.
- An analysis of the results of our (the class') study
- A comparison of our results to Marion and Orth's (2010)
- Concluding thoughts about the big picture of eelgrass restoration.

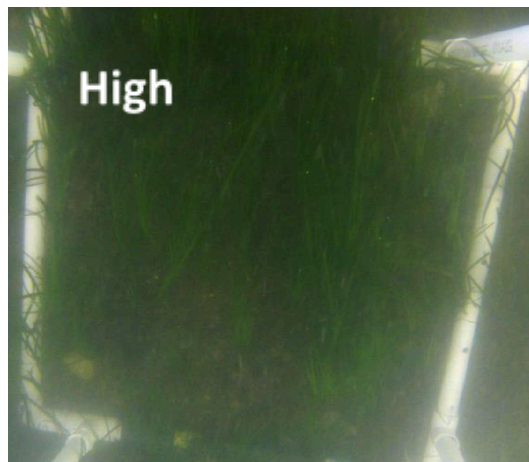
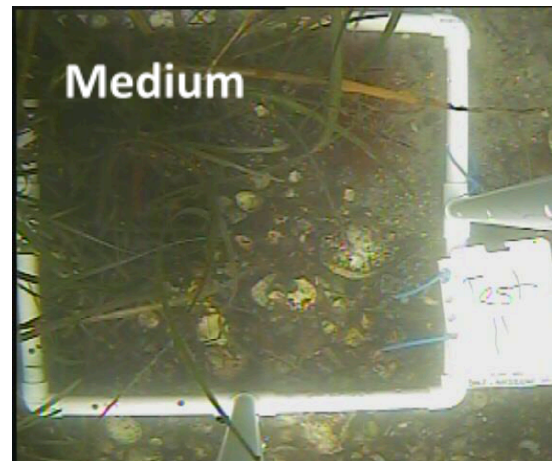
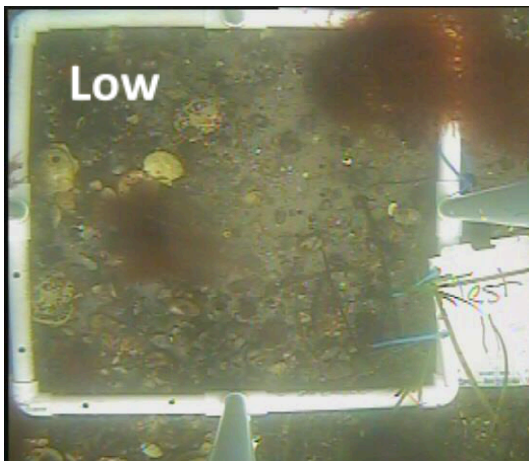
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Moving toward seed-based approaches to eelgrass restoration and resiliency



Jill Carr
NEP Tech Transfer 2024

Continued losses & attempts to restore

- Losing 2 football fields per hour globally
- Historic declines across most of Massachusetts, ~50% loss since 90's
- Traditional “adult shoot” restoration methods not scalable



Working Regionally

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- 2022: started convening New England NEPs to assess needs and resources

Intent: This spreadsheet will be shared with New England NEPs to assess resources and needs related to seed-based eelgrass restoration and monitoring; with the ultimate goal of developing region-wide project ideas that fill knowledge gaps and result in eelgrass restoration.

Instructions: Review the Components listed in columns A-C. In two blank columns to the right, work down the rows listing your resources and needs for each Component. Columns D and E can be used as an example (MassBays entry). Resources you list need not be in-house; in fact, it will be helpful to know who might be potential partners with resources (e.g., aquarium has seawater tanks, agency has boats, etc)

NEP (State): MassBays (Massachusetts)
Completed by: Jill Carr

NEP Casco Bay Estuary Partnership (Maine):
Completed by: Curtis Bohlen, Matt Craig

NEP (State): Long Island Sound Study
Completed by: Cayla Sullivan

NEP (State): Piscataqua Region Estuaries Partnership
(NH/Southern ME)
Completed by: Trevor Mattiera

NEP (State): Buzzards Bay NEP (MA)
Completed by: Joe Costa

NEP (State): Peconic Estuary Partnership (NY)
Completed by: Joyce Novak

Data, Infrastructure, and Process Components to Support a Regional Large Scale Eelgrass Seeding Restorations

[illegible]

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- 2022: started convening New England NEPs to assess needs and resources
- 2023: Create and distribute flowering phenology protocol, based on NEP request

Standard Operating Procedure: Assessing Eelgrass Flowering Density and Seed Maturity

Version 1, 5/30/23

Contact: jillian.carr@umb.edu, colarusso.phil@epa.gov

*Purpose: There is great interest in using eelgrass (*Zostera marina*) seeds for restoration efforts, but little is known about the optimal location and timing of harvest activities. This field protocol was developed to address a regional data gap and provide a standardized approach to data collection for coastal management Programs and NGO organizations located in New England. The protocol can be conducted by boat, and via snorkel, wading or scuba, by professional or trained volunteers.*



Data Collection

Beginning May 1 of any year and continuing until seed release has ended, visit each site and conduct the following assessments:

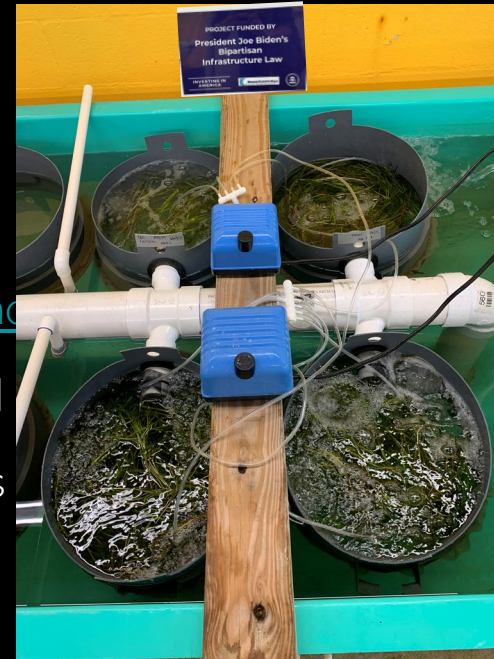
- (A) Phase of seed maturation (seed scoring), *at least every-other week*, and/or
- (B) Flowering shoot density, *every-other week*, or *at least once per year when at least 50% of spathes reach stage 4*, and/or
- (C) Seed density, *at least once per year when at least 50% of spathes reach stage 4*.

Hoping to convene all partners this winter!

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 - NPS able to continue with internal funding for subset of sites





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(Cat Cove Marine Lab, Salem MA)

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(Cat Cove Marine Lab, Salem MA)
- 2024: WHOI SG funds for seeding study across MassBays area,
MADMF-RIDMF get funding for sister study in MA-RI

WHOI SeaGrant Study:

Fill data gaps for seed-based restoration

- 1) when and where reproductive eelgrass shoots should be harvested
- 2) the quantity, quality and germination rate of MA origin seeds
- 3) potential impacts of seed harvest on a donor meadow
- 4) the regulatory processes needed to permit large-scale routine harvest and seeding

Develop Best Practice Guide

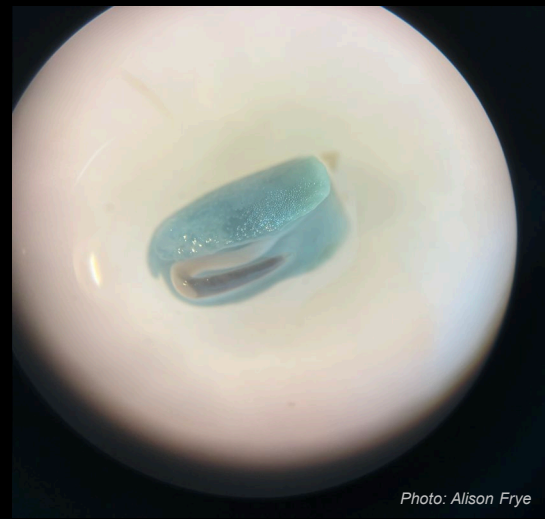


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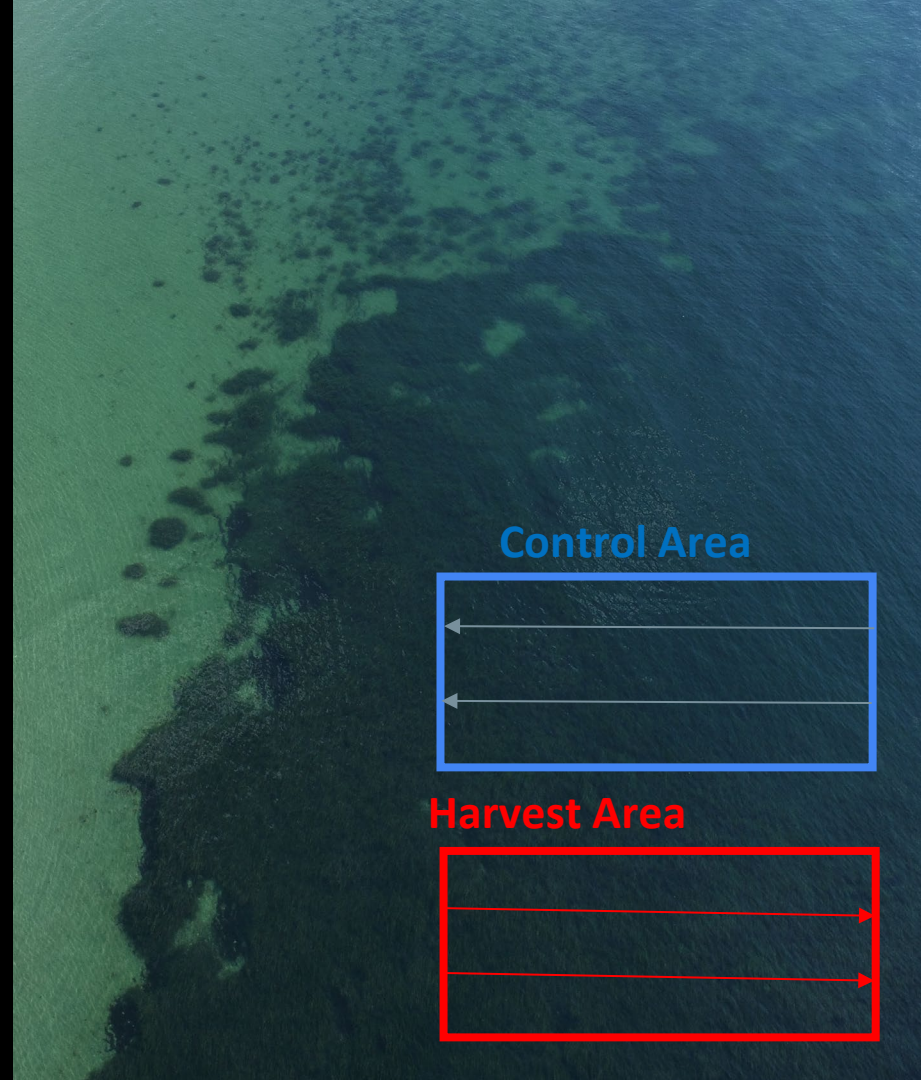


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Develop Best Practice Guide



**US Army Corps
of Engineers®**



MassDEP

Commonwealth of Massachusetts
Department of Environmental Protection

**Massachusetts
Environmental Policy Act
Office** (MEPA)



**Massachusetts Office of
Coastal Zone Management**



**CONSERVATION
COMMISSION**

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Develop Best Practice Guide

thank you!

