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## **Awareness : students connecting with the environment**

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ENVIROMENT ENVIRONMENT

# Awareness:

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Students Connecting With The Environment

**Elizabeth Chagolla**  
**Liberal Studies Capstone**  
**Spring 2011**

“The benefits of knowing and caring about the environment will not only help ensure the well – being of the earth, but will enrich the lives of many young children as well.” (Wilson, 1993)

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**Abstract: Awareness: Students Connecting with the Environment**

Awareness is the first step in making a difference in any issue. The more aware you are, the more you will understand and know how to make a difference. Through my Capstone Project my students did a series of lessons that's main focus was to make them more aware of the environment. Through the readings that I did for my issue I found that the best way to make students more aware was through place-based education, which is why most of the lessons were done outdoors where the students were able to work hands on with nature. Overall My Capstone was a success, the students were able to realize that plants were all living things and required some of the same things that humans need, such as care, love, food, water and shelter. They were able to find a connection through caring for plants that they planted, they also realized that the environment was the home to many animals and wildlife and that they should protect it and care for it like if it was their own home.

**Backstory: Seeds can turn into Trees? The Reason Behind my Capstone**

“Children have a natural affinity towards nature. Dirt, water, plants, and small animals attract and hold children’s attention for hours, days, even a lifetime.” (Theodore Roszak). One of the things that adults remember about their childhood are the days they would spend outdoors. Many will perhaps tell a story about the time they went camping or to the beach. Others will tell about their tree house they used to have or the swing that they built on the tree in their backyard where they used to spend hours of the day on. However, those times seem to be disappearing little by little every generation. Children are spending less and less time outside. They have lost the knowledge of what the environment holds for them. They are unaware of the living things

that the environment is a home to, from the birds to the flowers growing along the side of the streets.

For my Capstone project, I want to educate our youth about the environment. My main focus is to make them aware of the things around them. The environment is a very beautiful place to be in and explore. It does wonders to the world and can be very therapeutic for us as well. I want to be able to have children experience and learn about nature making them aware of it as a whole. In other words, I want to introduce nature to children in a different way rather than just through a text book or stories. I want to make them aware of what nature is and the life it carries.

Working with elementary school kids has increased my desire to want to educate children about the environment making them more aware of it. I am currently working for an after school program where I have a group of 26 students that are in 2<sup>nd</sup> and 3<sup>rd</sup> grade. Working with these kids for the past year and a half, has made me realize that they know about the environment, but they are not really aware of it is.

One of the constant things that I encounter at work with my students is them ripping out the flowers or grass that they see in their paths. When they do that I ask them why they did it and they usually respond with an 'I don't know' answer. What gets to me more is when I point out that they killed that flower they respond that they didn't kill it because it was not alive. I know that many of my students know that it takes time for a seed to grow to become that beautiful flower, however, many of them do not know the things that it needs to survive such as food and water. What I noticed when telling them this information was the look in their face wanting to know more about the flowers and the things that they are used for.

Yet it is not only the flowers that have caught their attention before. They have been curious about many things about nature and the environment. For instance, they have also asked me where the trees from their school came from. Many students believed that the trees were brought from other places to be planted there. They did not consider the fact that these trees were born there, I believe that they are not even aware of the fact that trees are born out of seeds. This is why I feel the need and desire to educate and make kids aware of the environment and nature.

Working with my students has made me realize that they are not aware of what nature really is. They know about the fundamental parts, they have read about it in books and seen shows on television, but they have not really seen with their own eyes what it is. They are not aware of the beauty the environment holds. In order for nature to make an impact on children, they need to experience it for themselves. They need to go out to the environment and get their little hands dirty by planting their own seeds and nurturing them in to beautiful flowers. By experiencing and seeing with their own eyes such beauty, that is when they will become aware that a flower has its own life.

Making kids more aware of nature is going to be my main goal. It is important for them to become aware of the environment because only then, will they feel connected with nature and want to protect it. Every day I have my students go around the playground to pick up trash that has been left behind. When asked why I have them do that I tell them that they need to keep their community clean because they live here and deserve to live in clean world. I also tell them that the trash can be harmful to the animals that live around there if they eat it. Once they realize that a life is at risk, they start caring a bit more and they now pick up trash without being told to do so (for the most part). They have become a little more aware about the environment, but they still have much to learn.

## **Literature Review: Making Kids Aware of the Environment**

### **Introduction**

The environment has been used as a playground for many years. In the past, children would be outdoors playing in the field instead of inside with their Nintendo. In recent years, children are not spending enough or any time at all outdoors. Parents are keeping their kids inside in fear of them getting hurt or something happening to them. The state itself has a lot to be blamed for as well. They are blocking off areas in the environment forbidding people to enter or even touch the grass. With lack of opportunities children are losing the knowledge and understanding of what nature is, as well as the importance of the environment in their lives. It is because of this that there are a lot of environmental issues. These issues often rise because there is a lack of knowledge and understanding about nature, the ecological environment and inappropriate use of natural resources (Wang, 2004). The thing that needs to be done is educate the people once more; society needs to show children what the environment holds for them. Make them aware of the environment as a whole. That is what environmental education is trying to accomplish. It is there to make children more aware of the environment and the things that it has to offer. Children need to realize that nature is all around them, and that life can be found anywhere. Many of them think that the wildlife is separated and far from their own lives, (Wilson, 1993) not knowing that they see wildlife the moment they step out of their house.

### **Environmental Education**

Environmental education is the way to increase society's knowledge and their awareness about environmental issues as well as providing the necessary skills in order to make an informed decision about the environment and how to take responsible actions (Potter, 2010). It is through teaching about the environment that children will be able to gain those skills and



knowledge about what the Environment really is and how to take care of it as well. Environmental education is about taking in and experiencing the beautiful things the environment has to offer (Wilson, 1993).

Part of the reason that kids do not know much about the environment and nature is because society is teaching them to avoid direct experience in nature (Louv, 2006). Kids are now indoors watching television or playing on their Nintendo's, that they are not taking the time to go outside and explore the environment. A lot of eight year olds kids do not know what an otter is or an oak tree, yet when asked about the television cartoon Pokémon, they knew who Wigglypuff and Dewgong were (Wells & Zeece, 2007). This is why environmental education should be taught in the early years of a child, so that they will not lose focus on the environment. By having environmental education children will be able to foster sensitivity on nature and its beauty, as well as, an attitude for caring about the environment. At that age they can start developing a sense of care and personal relationship toward the environment and other living things (Wilson, 1993).

In the past environmental education has been teaching children about the environment through books and wall charts located in their classrooms. Some students are actually taken out on a long bus ride to nature centers and preserves (Fisman, 2005). That is not the way to teach about the environment. Children do not want to sit in a classroom and read about the environment when they can actually go outside the classroom where they can experience the environment with their own hands. It is good to have factual information about the natural world; however, it is also important for children to experience a sense of connection, love and caring for the environment/the world of nature (Wilson, 1993). To be able to get this experience children need to become more aware of the environment itself. They need to develop a "personal

awareness of one's environmental competencies, curiosity about the environment and the ability to perceive the environment accurately" (Pata, 2008) to be able to gain that knowledge and help the environment. This way they are not only becoming more aware of the environment but they also gain a sense of personal self-awareness and the relationship they have with nature (Pata, 2008). Environmental awareness focuses in helping young children become more aware of their environment, which helps them understand how humans are in one way or another part of nature and may result in a greater respect as well as appreciation for the environment (Wilson, 1993).

### **Environmental Awareness**

It is through varied experiences with the environment and the natural world that many people begin developing a sense of wholeness and connection with all living things (Wilson, 1993). This is why environmental awareness is needed. The more aware one is about the environment the more experience they have with the natural world; hence they develop more of a connection with it. This goes mainly for young children. Young children that foster feelings about nature and the environment have lifelong attitudes and behaviors towards it (Wells & Zeece, 2007). These children are the ones that care about and for the environment in later stages of life.

The issue at hand now is how to get children more aware of the environment. Children do not automatically develop awareness or appreciation for nature or the environment (Wilson, 1993). They are not born with such awareness especially during this era. Children are living in a society that can control their own temperature in their homes, cars or work places. Kids go to school on buses where they spend half their day inside a classroom made of concrete and steel. For activities to do during the weekend they go to the mall, movie theaters or arcades. They do not experience the outside world as much, 95% of the time is spend indoors (Wilson, 1993). So

how can they learn or become more aware of the environment if they never have any contact with it?

That is what environmental education is supposed to accomplish, and help out with. Society needs to find a way make children more aware. They need to get them out of the house and the classroom for them to experience the outside world. They need to spend time with their hands in the earth exploring the environment. Not many people take the time to go out and plant seeds and watch them grow into mature plants, but even by doing that, children will become more aware of nature (Brynjegard, 2001) and the wildlife that it contains.

### **Methods**

Getting kids to be environmentally aware has a lot to do with the way and methods that they are taught. Students are less likely to be interested in something they sit and read about in the classroom, compared to being outdoors and active. In order to get kids more aware there needs to be a method that will enhance a child learning ability. Place-based education is a very effective method to for such mission. Place-based education is a way to get children active and engaged in learning about the environment (Knapp, 1996). Instead of sitting in the classrooms reading about nature, students in a place-based curriculum can actually go outside and really learn and interact with nature. They get to see, feel and smell nature. Place-based education uses the resources that can be found outside of the classroom to educate students which improves the way the students learn (Knapp, 1996). Place-based education can be assessed by considering the amount of awareness the students are formulating when using such program (Fisman, 2005). In other words if the students are becoming more aware of the environment, then apparently the place-based environmental education program is working.

Through place-based environmental education programs students develop an awareness of the environment through actual contact. They are able to spend quality time outdoors which heightens the understanding and appreciation of the environment around them, such as their school, their home and their community, which are places that children live and interact with daily (Wells & Zeece, 2007). For example, students can find a place outside their classroom and make a school garden. A school garden is also, in fact, a very good way for kids to interact with nature. It provides a very unique opportunity for students which activate a child's awareness of the environment that is around them (Brynjegard, 2001). For a child planting and watching their plant grow big and beautiful, with their care and nurture, is a feeling that many will not forget. They will carry on that experience. Baba Dioum, a Hindu philosopher, said "In the end we will conserve only what we love, we will love only what we understand, we will understand only what we are taught" (Brynjegard, 2001). If students are taught to care for the environment, and learn to love it, they will conserve that love and care for a life time. That is what happens when you bring children into a garden and expose them to the beauty and magic of nature (Brynjegard, 2001).

Literature is also another way for students to learn about nature and the environment. There is a lot of information that can be gained from literature about the environment. Books with the right amount of both text and pictures (for the visual learners) are effective in environmental and place-based education. Although students should learn about the environment using hands on approach, there are still a lot of literature that they can look at that will provide them with a preview of what to expect. These books should provide a sense of hope and a feeling that although they are small they can create a big difference in their environment and community (Wells & Zeece, 2007).

## **Actions**

These methods and way of teaching about the environment should be used much more often and regularly in a lot, if not in all of the schools. With the help of society, we can help get kids more aware of the environment. President Obama has recently agreed to re-write the *No Child Left Inside* coalition that proposes a way to get kids more involved with the environment (Potter, 2010). This budget/Coalition is supposed to go toward better materials about the environment for the classrooms as well as to give kids more opportunities to go out and learn about the natural world around them.

## **Conclusion**

Environmental education is a process that should be developing the skills and knowledge as well as the values, attitudes, sensitivities and awareness for the environment (Wilson, 1993). By allowing students to go outside the classrooms to learn about the environment, such as place-based environmental education program, they are helping them understand who they are in relation to the environment (Wilson, 1993). They learn to care for the life of plants and make a connection to nature bringing them closer to realizing the importance and beauty of it all. In the end they come to realize that they are not that far from the natural world (Wilson, 1993) which allows them to become environmentally aware and encourages them to pay attention to the wildlife around them and to protect the environment by keeping it clean and nourished. (Wang, 2004) The benefits of knowing and caring about the environment will not only help ensure the well-being of the earth, but will enrich the lives of many young children as well (Wilson, 1993).

## **Community Partnership**

The need to make kids more aware of the environment has increased dramatically over the years. There are more and more organizations that are focusing on educating students about

the natural world they are living in. Making kids aware of what they have around them is very important not only for the environment but for them as well. So to Kids more aware and interested in it, they need to feel some sort of connection with it. If they do not interact with the environment, they will not care for it. This is why I have chosen to partner up with community partners that will give me a chance to help students interact with nature.

One of my community partners is ASA the After School Academy for Monterey Peninsula Unified School District. I chose to partner up with them for many reasons. One of the reasons, and the most important one, is that they provide me with the kids. I will be working with 27 second, third and some fourth grade students from the ASA program in Walter Colton K-8<sup>TH</sup> grade school. They have agreed to let me present different activities to the students to enhance their knowledge of the environment and the natural world they live in.

Partnering up with ASA will me give the greatest opportunity to try and get kids more aware of the environment because I will be working with them weekly doing different activities with them so that they will have more of a chance to connect with nature. Such activities include planting plants in the school garden, learning about different living things that live in the environment such as birds, ladybugs, and even the flowers and trees . I will also have the chance to take the students to different field trips, such as to the local park where we can explore the natural world and learn about it first hand, and not only though books.

The ASA's mission statements states that they want to empower "students with the knowledge and skills necessary to become highly effective, culturally diverse citizens, through the daily use of Developmental Assets, and dynamic, hands-on academic and social enrichment activities." They have partnered up with different organizations to help execute their mission. They have partnerships with the Monterey Aquarium, which if possible, I will be able to take my

group of students to the Aquarium so that they can learn how the environment affects those living in the sea/ocean as well. Other of their partnerships includes the Monterey public library, Community of Caring, Learn to Discover, and many more. All of these partnerships are working together for the same mission of providing students with hands-on academic and social enrichment activities, which is what I will be doing as well. So by partnering up with this organization, we can all work together for the same goal, which is empower students with knowledge that will benefit them for the rest of their lives.

My Second community partner is Natalie Zayar. Natalie is an Instructor on Science and Environmental Policy here at CSUMB. The reason that I choose to partner up with Natalie was because of her background information. In the past, Natalie has worked with students in educating them about the environment. She has also worked alongside Project Wild which is an organization that is working towards educating and making kids aware of the environment as well. Partnering up with Natalie will give me the chance to provide concrete materials/lessons about making students aware of the environment. Through this partnership I will be able to gain the resources that I will need such as lessons as well as equipment. However the most important thing that I can and will gain from this partnership is the support. Knowing that I will have someone who has worked in making students aware of the environment is priceless. It will be an honor having Natalie Zayas as a community partner

Overall, both of these partnerships will be a great asset to my Capstone project because they will give me the opportunity that I need to start making kids more aware of the environment and the beautiful world that is outside their doors. ASA will be able to help me in many of the activities I will be doing with my students but most important of all they will give me the opportunity to work with the students on a regular basis giving me sufficient time to work on my

student allowing them to develop the sense of care and connection with the environment. As for Natalie Zayas, well that partnership is a priceless one, and I am grateful to be able to work with her. Her ideas and suggestions are what I am counting on to make my capstone a success and an experience that I will never forget.

### **Project Plans**

For my Capstone project I will be working with 26 students from the After School Academy at Walter Colton K-8<sup>TH</sup> grades school; there are 13 second graders and 13 3<sup>rd</sup> graders. I will be using this group of students to educate them about the environment and make them more aware of it. For approximately eight weeks I will be presenting lessons plans and doing various activities with them that will enhance their environmental knowledge. With the help of my partnerships I will be able to provide students with hands on approach in learning about nature, also known as place-based learning.

Some of the activities that we will be doing is learning about plants and getting a chance to plant some plants in their school garden. Along with that, I will be taking the group of students down to the local park that is walking distance from their school and doing activities with them such as the 100 inches Hike and the Awareness Scavenger Hike. As an arts and craft activity I will have my students make a scrapbook of all the activities that they will be doing, so that they can have that memory for years to come. This scrapbook will contain any activities that they will have to do on paper such a collage as well as pictures of them doing the activities.

Through the different activities that we will be doing for the next eight weeks, my students will be able to connect with the environment and hopefully that will enhance their awareness and *want* for protecting and caring for the environment. It is important for students to become more aware of the environment and the role it plays on all living things. That is what I



hope to accomplish with my project. In *Appendix 1* you will be able to find a tentative timeline of the different things I will be doing with my students to educate them about the natural world.

Every two weeks will have a different theme except the first and last week. For week one the theme will be *Ocean Life*. I wanted to do this week as ocean life because I want to do an activity that will engage students in wanting to learn more about different animals living in their community. I also chose to do this activity first because of the location. Students are five minutes away from the ocean, yet many of them do not know a lot about the animals or life in general that exist in the deep blue sea. The following two weeks will focus on *Awareness and Basic information* about animals and other wildlife that can be found in the community. After that, I will focus on *Homes*; the main focus of this week is for students realize that every living thing needs a home just like they do plants (this section will also cover trees and how they are used as a home). The following two weeks will focus on *Plant life*. This section will mainly be on talking about plants and what they need to survive, as well as for what they are used for and why we as humans need plants. Finally on the last week the theme will be *From Awareness to Change*. During this week I will be wrapping up all the lessons and talking to students about what they can do to continue caring for the environment.

### **Project Assessment**

My capstone goal is to make kids more aware of the environment and the living things around them. I want to teach them that everything in nature/environment is important to and necessary to all living things as well as to our planet. The way that I will be assessing the students to see if my project worked will be through an assignment that the students will complete at the beginning and at the end of my project. I will be providing my group of students with a few questions prior to beginning my project to see what they already know about the

environment and how everything is connected to each other. I also provided a question at the end where they talk about their favorite animal and ask them where it lives and what it eats. The point of this question is to see how much they know about the living environment of their favorite animal; this way I will be able to focus some discussions about things they like (such as their favorite animal) and find ways for them to make a connection with the environment and themselves. (Ex: If their favorite animal is a bird, they will learn how trees are important to them as well as the worms in the ground.) After completing the lessons/my capstone I will give them the same questions to see if their answers changed or were more elaborated than before. By doing this I will be able to see what new information they gained by doing the lessons that I have prepared for them.

### **Assessment Results/Conclusion**

After eight long weeks, I have finally concluded my Capstone project with great success. I have had the opportunity to educate and make a group of 26 students aware of the wonderful things that are around them in the environment. I would like to think that I have made an impact on their lives with the activities and lessons that were done in order for them to understand that everyone and everything shares the same environment. In order to evaluate how successful my Capstone project was, I had the students complete a pre and post worksheet that helped me evaluate what they already knew about the environment and what they learned in eight weeks. Below is a 2<sup>nd</sup> grader response to the Pre-worksheet. (See Figure 1)

At the start of my Capstone project I handed out the Pre-worksheet to my students to find out how much they already knew about the environment and the living things living in it. The results of these questions were surprising. For the most part, many of my second grade students answered the questions with “I don’t know”. Although I knew that many of the students I was

going to be working with did not know much about the environment, I was still surprised on how little they knew. In particular, there was one question that left me quite shocked: *List things that humans and animals/insect/plants have in common.* The most common answer that I got from this question was “I don’t know” and “Nothing”. It was because of these answers that I decided to make my main focus on making students aware of the connection that they have with the environment and the things living within it. The main way to make students aware of the environment and to care for it is for them to feel a sense of connection with it. So, if they had no idea what humans, plants and animals have in common than they have no idea that they need the same basic needs of survival.

My mission for my Capstone was to have my students become aware of the environment through connecting with nature, which would hopefully encourage them to care about the natural world and all that it has to offer them. After looking over my students responses to the worksheet I decided to break down my eight weeks of my curriculum with different themes. The first week was going to focus on getting the students engaged in wanting to learn more about the environment in which they lived in. I decided to start off with taking them to the Aquarium. Here they learned a about different sea animals that live in the ocean as well as the effect that humans have on them such as polluting/littering. At the end they were able to talk about how global warming was affecting the habitat of polar bears and how Kelp was a living plant that needed certain nutrients in order to live. This activity was a great activity to do for the first lesson because it got the students curious in wanting to learn more about different animals as well as plants. Through this activity I was able to see the difference that being in a setting outside of school affected and enhanced the way that students learn. They seemed to want to learn more about the ocean as well as the living things that could be found there.

The rest of the weeks and activities that followed were focused on making students aware of the environment. For week 2 and three my main focus/theme was *awareness*; it was during this time that I introduced my students to what the environment was and what lived in the environment. They did different activities that showed them what wildlife was referred to and how it could be found everywhere. The following two weeks, I focused on habitat/homes. During these two weeks the students were able to learn about the different homes that animals lived in and how closely related they were to our own homes.

The two weeks that followed were focused on plant life. Here students were made aware of the fact that all plants and trees are living things. They learned about the similarities between plants and animals and humans as well. They were able to plant their own seeds and care for them. Through these activities students gained a sense of connection with the environment and were able to realize how birds made their homes in trees. During these two weeks we had the opportunity of having Barbara Romero from the Carmel River Bird Sanctuary come to the school and talk to students about the birds they had living in the Sanctuary as well as endangered birds. She also talked to the students about some basic bird information such as where they live and the things they eat.

For the last week of my Capstone project I decided to start moving from awareness to making a difference. As a group we went over the things that we had learned about the natural world that we were living in. We talked about the similarities that humans had with plants as well as with animals. I then talked to them about the things that they could do to care for and protect the environment and everything living in it. Through the discussion, my students were able to come to the conclusion that in order to protect the animals and plants living in the

environment people should not litter and if they saw trash lying around, they could pick it up and throw it away so animals would not be tempted to eat it.

At the end of the eight weeks I gave my students the Post-worksheet that contained the same questions that they answered on the Pre-worksheet. Through this worksheet I was able to evaluate the progress that the students made throughout the eight weeks. I was quite happy to see their results. Below is the response of the same 2<sup>nd</sup> grader whose pre-worksheet is above. (See Figure 2)

**Figure 1:**

**Pre: What Do You Know About the Environment?**

*What do you know about the environment?*

It is outside

*Who/What lives in the environment?*

Animals

*What is considered to be “wildlife”?*

Wild things

*Can you find wildlife in your house? If yes what kind?*

No

*List things that humans and animals/insect/plants have in common:*

I don't know

*Are plants alive? Are trees alive? How do you know?*

No. they do not have a heart so they cannot be alive.

*What would happen if there were no plants or trees? Who/what would it affect?*

There would be no shade.

*Do ants have a home? If yes, where?*

Yes, in the ground.

*What animals/insects live in the park?*

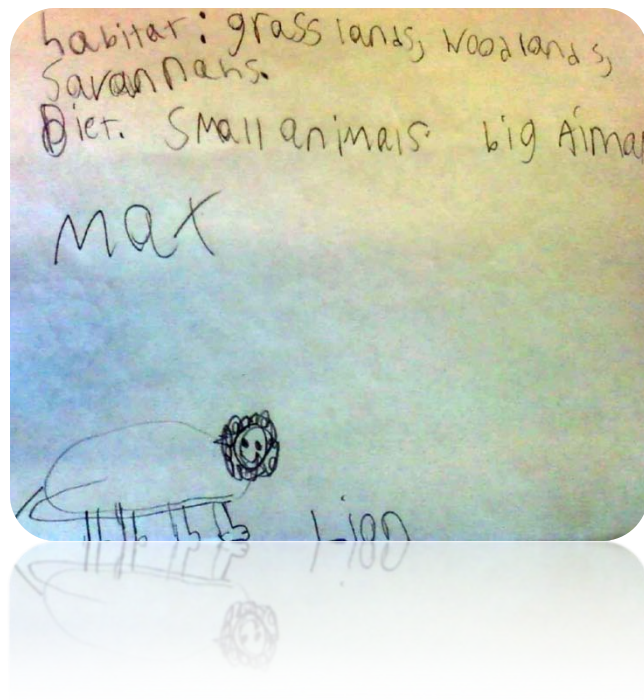
Birds Roly-poly

*What is your favorite animal? What does it eat? Where does it live? Draw a picture of it and its home.*

Lion:

Habitat: Grasslands, Woodlands, Savannahs

Diet: Small Animals. Big Animals



**Figure 2:**

**Post: What Have *You* Learned About the Environment?**

*What do you know about the environment?*

I know that the environment is like the habitat of animals. It is where we live.

*Who/What lives in the environment?*

I live in the environment so do other animals and plants and trees.

*What is considered to be “wildlife”?*

Wildlife can be animals that are not pets. A lion is wildlife because most people do not have Lions as pets.

*Can you find wildlife in your house? If yes what kind?*

Yes. There are ants and other bugs in my house.

*List things that humans and animals/insect/plants have in common:*

They share the environment, they both need water, food, shelter, space and love.

*Are plants alive? Are trees alive? How do you know?*

Yes plants and trees are alive they need same things as humans to grow like water and food. Trees bleed if you cut them and plants will die if your rip them out of the ground.

*What would happen if there were no plants or trees? Who/what would it affect?*

If there were no plants or trees we would not be able to breath. We would not have oxygen and animals would die because they need plants for food.

*Do ants have a home? If yes, where?*

Yes they live in the ground on the dirt and in trees.

*What animals/insects live in the park?*

Birds, spiders, ants, flies, pincher bugs, dragon fly lots of animals

After evaluating and reading through the responds of my students I came to the conclusion that my Capstone project was a success. Simply by looking at how different the responses were in comparison to the pre-worksheet, I saw how much they had gained. Before when I would ask my students if plants were alive they would say that no, now when I ask them they can inform me that yes they are alive and that both humans and animals benefit from these plants. I have also realized the decreasing amount of plants being ripped out while walking. Before, I would have to constantly talk to my students in regards to killing plants when they decided to rip them out of the ground just for the fun of it, but now I hardly have to mention any of that to them. Sure I still have a few students that are still ripping them out, but it is nothing compared to the amount that I used to have.

I feel a great satisfaction inside of me knowing that my students are in a way closer to the environment which will allow them to care for and protect it. One of the things/ways that the students were able to obtain the full experience of my lesson was through place-based education. As mentioned in the past, place based-education is a teaching method that allows students to have hands on experience in education. The way that I incorporated this method was by taking my students outdoors where they would be able to interact with the environment and get the actual effect of what it has to offer them. This was a great method to use in executing my lessons because I noticed that my students were more engaged in the activities that they would do outdoors, then the activities that I would have them do indoors.

Looking over the results from both the pre and post worksheets, I noticed a certain trend in the answers. For the pre worksheet I noticed that many students wrote that they didn't know if plants and tree were alive, however when I saw those students post-test, all of them responded back that yes they were alive. I noticed that with a lot of answers that had to do with plants.



Overall, I think that the lessons/ themes that they learned best were the lessons that had to do with plants and trees. These results lead me to believe that the students are more willing to learn and engage in activities if they are able to really find a connection with what is being presented to them. For example I think that the reason that they learned more about plants was the fact that they were able to plant their own little seed and watch it grow. They were able to use their hands and actually help the plant, they say how when they watered it it grew nice and green, but they also saw what happened to it when someone forgets to water it. I believe that such actions are the reason why my students were able to learn and engage more in the lessons that were being presented to them about the plants and trees.

Although this was an overall successful project there are some things that I would do differently. First of all, when explaining the activity to my students it is much better to do it in a classroom setting. This would have eliminated the amount of distractions that was going on. By explaining the lesson indoors my students would have been able to really pay attention to the activity as well as to the information that was being provided. Another thing that I would have done differently would have been some sort of fundraiser. There were a lot of different activities that would have been great to have done with my students, however, we lacked the necessary funds to do them and missed out on great opportunities.

With the help of both my community partners, the After School Academy program at Colton k-8<sup>th</sup> grade school and Natalie Zayas, I have had the best opportunity to help students become more aware of the environment. Without ASA I would not have had the chance to work with the group of 26 students that I was able to work with. They also provided me with the resources needed such as paying for the Aquarium, the bus to get them there and any other

materials that I used along the way such as paper, crayons, pencils and even the garden where my students were able to plant their own little plants and nurture them.

However, ASA was not the only community partner that I had that provided me with the tools to implement my Capstone, Natalie Zayas was also a great asset to my project, without her help I would not have had the equipment and/or the information needed for my project to be a big success. With the help of Natalie I was able to get information about other local programs that help both students and teachers become more aware of the environment, and although I was unable to take advantage of those resources (due to lack of funds) I at least know that they are around for me to use when the opportunity come my way once more.

### **Last Thoughts**

My capstone experience is an experience that I will be able to take with me throughout my educational career as well as my life. I gained a lot of knowledge on how to actually implement lesson plans as well as organizational skills; but the most important lesson that I learned was that students have a desire to learn, all they need is someone to teach them, but not through books. Working with my students outside, I noticed how much more they wanted to learn and do. They were excited to be doing something that was both entertaining and educational. For me, doing this project was something amazing. I got to meet new people like Natalie Zayas, my community partner, who helped me a lot by giving me great ideas and resources to use with my students. The environment and nature has become really important to me, I have realized that not only is the environment such a beautiful things, but without it we wouldn't be able to survive. That is what I wanted my students to learn and realize; I wanted them to care about other living things. It is a great feeling that I feel inside knowing that I have educated 26 students, I have made them aware of the living things that they take for granted.

Most importantly I have made them aware of the fact that animals, humans and plants have a lot of things in common, and just like they (the students) would not like someone to come destroy their 'habitat' then they should not destroy the habitat of other living things, instead they should help care and protect it like if it was their own.

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**Appendix I**

Name: \_\_\_\_\_ Date \_\_\_\_\_

**Pre/Post: What Do *You* Know About the Environment?**

What do you know about the environment?

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Who/What lives in the environment?

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What is considered to be “wildlife”?

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Can you find wildlife in your house? If yes what kind?

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List things that humans and animals/insect/plants have in common

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Are plants alive? Are trees alive? How do you know?

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What would happen if there were no plants or trees? Who/what would it affect?

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Do ants have a home? If yes, where?

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What animals/insects live in the park?

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What is your favorite animal? What does it eat? Where does it live? Draw a picture of it and its home.

**Project Plans Timeline**

<i>Date</i>	<i>Activities</i>
<p>Week 1: Ocean Life Introduction to Capstone Project/Curriculum  Feb 28-March 4</p>	<p><b>Movie: <i>Sea Lions: A California Adventures</i></b> Students will learn about the sea lions and how they are part of the environment. They will be able to realize that the environment as well as the trash people leave on the ground can affect a lot of animals in the environment including those that live in the sea.</p> <p><b>Monterey Aquarium:</b> Students will see the nature that can be found out in the ocean.</p>
<p>Week 2: Awareness  March 6-11</p>	<p><b>The Beautiful Basic:</b> Students will learn about the basic survival needs that are shared by people and animals including pets and wildlife. ( Project Wild: Elementary, 1983, 1985, 1986)</p> <p><b>Animal Charades:</b> Students will play charades with Animal topics. They will pull out a name of the animal and will then have to act it out for their classmates to guess what animal it is and if it is considered a domesticated animal or ‘wild’. (They will also have to state what the animal eats) ( Project Wild: Elementary, 1983, 1985, 1986)</p>
<p>Week 3: Awareness Continued March 28-April 1</p>	<p><b>Wild Life Everywhere:</b> Students will receive a string that is 100 inches. They will go to the park and place the string on the ground, then they will observe and explore that area carefully. They will look for things such as birds, insects, trees, soil, and plants. They will record and share their observations. ( Project Wild: Elementary, 1983, 1985, 1986)</p> <p><b>Insect Zoo Hike:</b> Students will sketch a picture of one of the things they saw on their 100 Inch Hike.</p> <p><b>Balance of Nature:</b> Students will play a game. One group will be “grass” the other will be “mice” and the last group will be “bobcats” Those that are the bobcats need to try and tag the students that are the mice, the mice try to catch the grass and the grass try to catch the bobcat. They need to try to tag as many people as possible and in the end see how many are in each group. This activity is designed to show students the way nature works. The bobcats eat the mice to survive, the mice eat the grass and the grass gets nourished by the bobcat when they die and become part of the earth. Students will be able to see how nature works, how one thing helps another in the natural process.</p>



	<p><b>**Fun activities to do with nature **</b></p> <p><b>Beauty on the Ground and All Around:</b> Students will go to the park and collect different things such as grass, leaves, seeds small twigs etc. To make a collage or a picture with them.</p> <p><b>Window Hanging:</b> Students will go to the park and collect different environmental things such as flower petals, grasses, of fresh leaves. Then they will place them between wax paper which I will then iron to seal them together to make a display for their windows.</p>
<p>Week 4: Homes April 4-8</p>	<p><b>Everybody Needs a Home:</b> Students will generalize that people and other animals share a basic need to have a home. ( Project Wild: Elementary, 1983, 1985, 1986)</p>
<p>Week 5: Homes April 11-15</p>	<p><b>Tree Story Book:</b> Students will choose a tree to make a book about it. They will draw the tree on a paper, then on another paper they will hold a paper to the trees bark and run a crayon over it to make the trees pattern. The next page will contain a leaf and a flower of the tree (if it contains flowers). The following page will be of a fallen twig or small branch. The following page or two will contain information of what they see living on the tree, such as birds or other insects that might be on them.</p> <p><b>The Giving Tree:</b> I will read this story to my students, to show them how important and useful a tree can be for a person and the environment as well.</p> <p><b>**Follow-up activity**</b> ( Project Wild: Elementary, 1983, 1985, 1986)</p> <p><b>Bird Watch:</b> Students will look at trees and try to see if they can see a nest in the trees and see if they can see the bird it could belong to. They will then get into groups and make their own nest out of twigs, leaves, and other thing that they think a bird uses to make a nest.</p>
<p>Week 6: Plant Life April 18-22</p>	<p><b>Discovering How Plants Drink:</b> Students will get celery sticks and place them in water with food coloring and observe how the celery drinks the water and then they will cut the stem in half and see the color in its stem.</p>
	<p><b>School Gardening:</b> Students will plant different types of plants in a school</p>

Week 7: Plant Life April 25-29	garden. They will then water them and watch them grow.
Week 8: May 2-6	<b>Litter over Time:</b> Students will try to guess how much time it takes for trash to decompose and then I will let them know how long it really takes for it to dissolve. This will help them realize how trash left behind can be harmful to the environment and the wild life as well. Students will then go to the local park, or if possible to the beach to clean it up and rid it of its harmful trash.

**Appendix II: Lesson Plans**

\*All lesson plans can be found in: ( Project Wild: Elementary, 1983, 1985, 1986)

<b>The Beautiful Basics</b>				
Instructor: <i>Elizabeth Chagolla</i>	Subject: <b>Science</b>	Grade Level: 2-3	Duration: 30-45 minutes	Date:
<b>CALIFORNIA STATE STANDARD</b>	<p>Life Science</p> <p>1b. Students know examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands.</p> <p>1c. Students know living things cause changes in the environment in which they live: some of these changes are</p>			
<b>DESCRIPTION</b>	<p>The purpose of this lesson is for students to identify the basic survival needs of all living things and to recognize that people and all animals-including pets-have similar basic needs</p>			
<b>OBJECTIVES</b>	<p>By the end of this lesson students will be able to</p> <ol style="list-style-type: none"> <li>1) List and organize needs of people, pets, and wildlife.</li> <li>2) Be able to state the similarities all three groups share.</li> </ol>			
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>□ Whiteboard/chalkboard</li> </ul>			
<b>STUDENTS ACTIVITY</b>	<p>Students will list the essential needs of people, pets, and wildlife. They will then narrow the list down to the major things that all groups need in order to survive.</p> <ol style="list-style-type: none"> <li>1) Teacher will put three columns on the board. One column will have the word ‘People’ the other one will have ‘pets’ and the last one will be ‘Wildlife’.</li> <li>2) Teacher will then ask students what the difference between pet and wildlife is so that students can know the major differences between the pets and wildlife.</li> </ol>			

**PROCEDURES**

- 3) Teacher will then ask the students: “What do people need in order to be able to live?”
- 4) Teacher will then list the students ideas/responses in the column titled ‘People’
- 5) Repeat step three for the other two columns
- 6) After the list are made, ask the students to look to see which ideas seem to go together into larger ideas. For example warmth might be combined with physical comfort and both might fit within the concept of shelter.
- 7) Have students narrow down the list and come up with the **essential** survival needs for people, pets, and wildlife.
- 8) The most basic survival needs will be the same for each of the three groups.
- 9) The list, when reduced, could include and be limited to:

<i>All Organisms</i>	<i>People</i>	<i>Pets</i>	<i>Wildlife</i>
Food Water Shelter Space Arrangement Sunlight Soil Air	Food Water Shelter Space Arrangement Sunlight Soil Air	Food Water Shelter Space Arrangement Sunlight Soil Air	Food Water Shelter Space Arrangement Sunlight Soil Air

For evaluation teacher will have student’s list four things that plants and animals need for survival.

**EVALUATION**

Teacher can also ask the students: Which of these are needed by animals but not by plants: Soil, water, air, food, shelter, arrangement, and sunlight?

<b>Balance of Nature</b>				
Instructor: <i>Elizabeth Chagolla</i>	Subject: <b>Physical Education</b>	Grade Level: 2-3	Duration: 50 minutes	Date: 2/28/11
<b>2<sup>nd</sup> GRADE STANDARD</b>	1.1 Move to open spaces within boundaries while traveling at increasing rates of speed. 3.1 Participate in enjoyable and challenging physical activities for increasing periods of time. 5.7 Participate positively in physical activities that rely on cooperation.			
<b>3<sup>rd</sup> GRADE STANDARD</b>				
<b>DESCRIPTION</b>	2.1 Describe how changing speed and changing direction can allow one person to move away from another.  Students will be placed into three groups: ‘grass’ ‘mice’ ‘bobcat’. The bobcat group must try to catch someone from the mice group, the mice group must try to tag someone from the grass group and the grass group must try to tag someone from the bobcat group. If tagged they must go into the group that tagged. In the end they need to see who survived or who didn’t.			
<b>GOALS</b>	The goal of this lesson is to show students the Balance that nature needs. If there are no ‘bobcats’ the grass cannot get the nourishments it needs (when bobcats die they become food for the grass) and if there is no grass the mice cannot eat the grass and if there are no mice the bobcat cannot eat either.			
<b>OBJECTIVES</b>	By the end of this lesson students should be able to: <ol style="list-style-type: none"> <li>1) To realize that one thing cannot survive without another thing in nature</li> <li>2) That nature represents a big role in the living worlds</li> <li>3) Realize that nature is important to them and to wild life.</li> <li>4) We are all one circle of life.</li> <li>5) Students will notice that population is important and establishes a balance. (The less mice there are the less the bobcats eat)</li> </ol>			
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Different colored vest to distinguish teams</li> <li><input type="checkbox"/> A court where they can have enough space to run around in</li> </ul>			

<p><b>PROCEDURES</b></p>	<ol style="list-style-type: none"> <li>1) Talk to students about Nature and that living things need each other to survive.</li> <li>2) Explain to them “the circle of life” (reference in The Lion King)</li> <li>3) Tell the students the activity that they will be doing.</li> <li>4) Explain the rules.</li> <li>5) Divide class into three groups.</li> <li>6) Tell them what each group has to go after. (e.g. Bobcat chases mice, the mice chase the grass and the grass chases the bobcat)</li> <li>7) Let them play for a while</li> <li>8) Call them over and see how many species of one kind are left.</li> <li>9) Repeat Activity</li> </ol>
<p><b>STUDENT ACTIVITY</b></p>	<ol style="list-style-type: none"> <li>1) Students will try to tag the designated group making them into one of their own. (If a student from the bobcat tags a mice the mice becomes a bobcat)</li> <li>2) Students will then see how many are left in each category and see if it’s a balanced number.</li> </ol>
<p><b>EVALUATION</b></p>	<p>Teacher will talk to the students to see what they understood about having a balance in nature. Explain to them again that one thing is needed for another to survive. Give examples of humans as well. Humans need plants to eat and for oxygen without those things we cannot survive. Let them know that the environment and nature is important in life.</p>

<b>Plant life</b>					
Instructor: <i>Elizabeth Chagolla</i>		Subject: <b>Science</b>	Grade Level: 2-3	Duration: TBA	Date:
<b>2<sup>nd</sup> GRADE STANDARD</b>	2.e Students know light, gravity, touch, or environmental stress can affect the germination, growth, and development of plants. 2.f Students know flowers and fruits are associated with reproduction in plants. 4d. Write or draw descriptions of a sequence of steps, events, and observations. 4g. Follow oral instructions for a scientific investigation.				
<b>3<sup>rd</sup> GRADE STANDARD</b>	3a. Students know plants and animals have structures that serve different functions in growth, survival, and reproduction.				
<b>DESCRIPTION</b>	Students will plant seeds in little cups, and then transfer them into a little garden. They will nurture and care for their plant while learning what it needs to survive. They will then make connections between humans and plants such as what they have in common to survive as well as why we need plants to live.				
<b>GOALS</b>	The goal is for students to understand that people and plants need the same things to be able to survive. They will also be able to realize the importance of plants in our lives. The students will also be able to feel a personal connection with plants/nature for having nurtured and care for their own little seeds into growing plants.				
<b>OBJECTIVES</b>	By the end of this lesson students should be able to: <ul style="list-style-type: none"> <li>6) State what a seed/plant needs to grow</li> <li>7) Make a connection between plants and humans</li> <li>8) State reasons we need plants to survive</li> <li>9) State different things humans use plants for</li> </ul>				
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Soil</li> <li><input type="checkbox"/> Seeds</li> <li><input type="checkbox"/> Small cups</li> <li><input type="checkbox"/> Paper towels</li> <li><input type="checkbox"/> Garden</li> </ul>				

<p><b>PROCEDURES</b></p> <p><b>STUDENT ACTIVITY</b></p> <p><b>GUIDED PRACTICE</b></p> <p><b>EVALUATION</b></p>	<ul style="list-style-type: none"> <li>❑ Paper/journal</li> <li>❑ Pencils</li> <li>❑ Watering Can</li> </ul> <ol style="list-style-type: none"> <li>1) Prior to beginning the lesson place seeds between paper towels and wet lightly with water.</li> <li>2) Ask students: “What do you know about plants? Who knows where plants come from?”</li> <li>3) Inform the students of the lesson that they will be doing (planting seeds and watching them grow.</li> <li>4) Have students each get a cup and fill it up a little half way. Then have each student place a couple of seeds in the soil and place a little more soil on top.</li> <li>5) Over the next few days have students water their plants and place them in places near the sun and in places where they can get fresh air.</li> <li>6) Talk to students about what the plant needs to survive</li> <li>7) Have students write a journal where they record the progress of the plants</li> <li>8) Once seeds begin to sprout have students transfer them into the garden</li> <li>9) Discuss with students things that humans need to survive then about the things that plants need. This will allow them to realize that plants are alive and need food and water life humans do.</li> <li>10) While students are caring and nurturing the plants, have them talk about the things plants are used for such as oxygen, food, medicine, teas and for beautification of the environment.</li> </ol> <p>Students will plant and observe the growth of the flower. They will record their observations about how the plant grew and what it needed to grow as well as the right amount of water that they need.</p> <p>For guided practice students will make a chart and write things that humans and plants are alike, and what plants are used for.</p> <p>For evaluation students will make a journal where they write about what they have learned about plants. Students will also discuss once again the ways that plants and humans are alike and why they are important to us.</p>



**Habitat Lap Sit**

Instructor: *Elizabeth Chagolla*

Subject: **Science , Physical Education**

Grade Level: 2-3

Duration: 30-45 minutes

Date:

**CALIFORNIA STATE STANDARD**

- 3a. Students know plants and animals have structures that serve different functions in growth, survival, and reproduction.
- 3d. Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.

**DESCRIPTION**

The point of this activity is for students to realize that an animal’s habitat includes food, water, shelter, and adequate space in an arrangement appropriate to the animal’s needs. If any of these components are missing the animals will be affected significantly. The major purpose of this activity is for students to become familiar with the components of habitat and recognize that is not sufficient for there to be food, water, shelter and space in order for animals to survive- those components need to in a suitable arrangement. The students will each become one of these components and will form a circle then sit down on each other laps to be able to see that they need one another to have a suitable habitat.

**OBJECTIVES**

By the end of this lesson students will be able to

- 3) Identify the components of habitat
- 4) Recognize how humans and other animals depend upon habitat
- 5) Interpret the significance of loss or change in habitat in terms of people and wildlife

**MATERIALS**

- None needed

**PROCEDURES**

- 10) Talk to students about how animals need certain things to survive in their habitat
- 11) Have the students number off from “one” to “four”. Have them go off into a corner or another section of the area in their groups.
- 12) Assign each group a concept/category: ones=food, twos= water threes= shelter fours= space.
- 13) Now the students will be able to form the circle. They need to build the circle in chains of food, water, shelter and space.
- 14) Have one student from each category come to the center of the area have them stand next to each other, facing in toward what will be the center of the circle.
- 15) Have four more students (one form each category) come and join the

<b>VARIATION</b>	<p>circle.</p> <ol style="list-style-type: none"> <li>16) Keep adding students by four to the circle.</li> <li>17) All students should now be standing shoulder to shoulder facing the inside of the circle.</li> <li>18) Have the students turn towards their right at the same time have them take one step toward the center of the circle</li> <li>19) The students should now be standing close together with each child looking at the back of the head of the student in front of them.</li> <li>20) Make sure students are listening carefully,</li> <li>21) Have them place their hand on the waist of their person in front of them</li> <li>22) On the count of three have the students sit down...on the knees of the person behind them keeping their own knees together to support the person in front of them</li> <li>23) The teacher/instructor will inform the students “Food, water, shelter, and space- in the proper arrangement are what is needed to have a suitable habitat</li> <li>24) Students at this point will probably end up falling due to laughter.</li> <li>25) Have them rest for a minute while the teacher talks to them about the necessary components of suitable habitat for people and wild life. ( explain why each element is needed)</li> <li>26) After students understand the major point: that food, water, shelter and space are necessary for any animals survival and in their appropriate arrangement comprise a suitable habitat.....have students try activity again</li> <li>27) This time ask them to remain in the lap sit position.</li> <li>28) Identify a student who represents water.</li> <li>29) Inform the students that “It is a drought year. The water supply is reduced by the drought conditions”</li> <li>30) Have the student who was identified, remove him/herself from the circle</li> <li>31) The circle will either collapse or suffer some disruption in arrangement.</li> <li>32) Teacher can remove one or more students from the circle.</li> <li>33) Conditions can vary such as pollution of water supply, urban sprawl; limiting availability of all components</li> <li>34) Explain to students how removing any one of these components will have an impact on the lives of the animals</li> </ol> <p>****</p> <ol style="list-style-type: none"> <li>1) Have students form a circle holding hands</li> <li>2) Teacher walks around the circle naming one student as an animal and the next four as a category. If there are extra students they can be identified as elements of habitat such as more water or more space.</li> <li>3) Once every one is assigned a component comment on the fact that they are holding hands.</li> <li>4) Explain how this represents the idea that all things in an ecosystem are interrelated</li> <li>5) Have students proceed with the lap sit activity as listed above.</li> </ol>
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<p><b>STUDENTS ACTIVITY</b></p>	<p>Students will perform the lap sit activity where they will notice that if one component is taken out of the “habitat” (the circle) the animals will be affected. They will realize that each component is necessary in its proper arrangement.</p>
<p><b>GUIDED PRACTICE</b></p>	<p>For guided practice students will:</p> <ol style="list-style-type: none"> <li>1) Students will talk about the activity</li> <li>2) They will summarize the main ideas they have learned</li> <li>3) Talk about how:             <ol style="list-style-type: none"> <li>a) Food, water, shelter and space in their appropriate arrangement can be called habitat</li> <li>b) Humans and other animals depend upon habitat</li> <li>c) Loss of any of these elements of habitat will have impact on the animals living there</li> <li>d) The components of habitat must be in an arrangement suitable to the needs of the individual animals or populations of animals in order for the animals to survive.</li> </ol> </li> </ol>
<p><b>EVALUATION</b></p>	<p>For evaluation students have students:</p> <ol style="list-style-type: none"> <li>1) Say what the five essential components of habitat are. (food, water, shelter, space and arrangement)</li> <li>2) Explain how the arrangement of food water shelter and space is important to humans and other animals</li> <li>3) What would probably have the greater long-term impact on the wildlife living on a farm in Iowa? A severe winter which killed many animals, or the development of part of the farm into a commercial shopping center?</li> </ol>

**Everybody Needs a Home**

Instructor: <i>Elizabeth Chagolla</i>	Subject: <b>Science, Visual Arts</b>	Grade Level: 2-3	Duration: 30-45 minutes	Date:
<b>CALIFORNIA STATE STANDARD</b>	2.0 Creative Expression: Creating, performing, and participating in the Visual Arts.			
<b>DESCRIPTION</b>	<p>The purpose of this lesson is for students to generalize that animals need a home. Homes are not just houses. A house may be considered shelter. People build houses, apartments, trailers. House boats, and other kinds of shelters in which to live. Animals don't need a home that looks a house-but they do need some kind of shelter. The shelter might be underground, in a bush in the bark of a tree or in some rocks.</p>			
<b>STUDENTS ACTIVITY</b>	Students will draw pictures of homes and compare their needs with those of other animals.			
<b>OBJECTIVES</b>	<p>By the end of this lesson students will be able to</p> <ul style="list-style-type: none"> <li>6) Generalize that people and other animals share a basic need to have a home.</li> </ul>			
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>❑ Crayons</li> <li>❑ Drawing paper</li> </ul>			
<b>BACKGROUND INFORMATION</b>	<p>Humans and other animals have some of the basic needs. Every animal needs some sort of shelter/home. But that 'home' is not just a house like people live in. Home for many animals, is a much bigger place- and its outdoors. The scientific term for an animals' home is called a Habitat. An animals habitat includes <b>food, water, shelter/cover, and space</b>. Because animals need the food, water, shelter, and space to be available in a way that is suitable to the animals' needs, we say that these things must be available in a suitable arrangement.</p>			
<b>PROCEDURES</b>	<p>Everybody needs a home! And "home" is bigger than a "house". Home is more like a "neighborhood" that has everything in it that is needed for survival.</p> <p>35) Teacher will have each student draw a picture of where they live (or a picture of the place where a person they know lives). Have students</p>			



<b>Animal Charades</b>				
Instructor: <i>Elizabeth Chagolla</i>	Subject: <b>Science, Visual Arts</b>	Grade Level: 2-3	Duration: 30-45 minutes	Date:
<b>CALIFORNIA STATE STANDARD</b>	<p>Life Science:</p> <p>1b. Students know examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands.</p>			
<b>DESCRIPTION</b>	<p>The purpose of this lesson is for students to be able to distinguish between wildlife and domesticated animals.</p>			
<b>STUDENTS ACTIVITY</b>	<p>Students will act out animals and try to guess if its domesticated or a wildlife animal. They will also state what they eat and where they live.</p>			
<b>OBJECTIVES</b>	<p>By the end of this lesson students will be able to</p> <ol style="list-style-type: none"> <li>1) Define wildlife</li> <li>2) Distinguish between domesticated and non-domesticated animals</li> <li>3) Be able to state where they live and what they eat</li> </ol>			
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Chalkboard/Whiteboard</li> <li><input type="checkbox"/> Small pieces of paper</li> <li><input type="checkbox"/> Pencils</li> <li><input type="checkbox"/> Container</li> </ul>			
<b>BACKGROUND INFORMATION</b>	<p>An animal is generally referred to as any living organism other than a plant. Wildlife is any animal that lives in a basically free condition, providing for its own food, shelter, and other needs in an environment that serves as a suitable habitat. Wildlife refers to animals that are not tamed or domesticated.</p>			
<b>PROCEDURES</b>	<ol style="list-style-type: none"> <li>45) Teacher will explain the game of charades to the students</li> <li>46) Make space in the classroom that provides room for students to act out an animal</li> <li>47) Have each student take a piece of paper and write down the name of an animal.</li> <li>48) Place the pieces of paper in a container</li> <li>49) Separate the class into two teams</li> <li>50) Have each student get a piece of paper from the container</li> <li>51) They will then act out that animal while the rest of the class (that is not in their team) tries to guess the animal and if its domesticated or wild as</li> </ol>			



**Wildlife Everywhere**

Instructor: <i>Elizabeth Chagolla</i>	Subject: <b>Science</b>	Grade Level: 2-3	Duration: 30-45 minutes	Date:
<p><b>3<sup>rd</sup> GRADE STANDARD</b></p> <p><b>DESCRIPTION</b></p> <p><b>OBJECTIVES</b></p> <p><b>MATERIALS</b></p> <p><b>PROCEDURES</b></p>	<p>3b. Students know examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands.</p> <p>4d. Write or draw descriptions of a sequence of steps, events, and observations.</p> <p>Students will be given 100 inches of string where they will go to the park and place the string around them where they will explore and investigate that area. They will report, draw on what they see such as insects, birds, trees, flowers and any other wildlife they encounter.</p> <p>By the end of this lesson students will be able to</p> <ul style="list-style-type: none"> <li>7) State that humans and wildlife share environments</li> <li>8) Generalize that wildlife is present in areas all over the earth</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> String</li> <li><input type="checkbox"/> Magnified glasses</li> <li><input type="checkbox"/> Paper/journal</li> <li><input type="checkbox"/> Pencils</li> <li><input type="checkbox"/> Clipboards or folders</li> </ul> <p>54) Ask students what they think that wildlife is</p> <p>55) Show them pictures or name animals to them and have them state if it is domesticated or wild.</p> <p>56) Ask students what animals they can find in the classroom or their home that is considered to be wild.</p> <p>57) Ask students what animals/wildlife they think live in the ground/park</p> <p>58) Give each student 100 inches of string (or fifty depending on the location)</p> <p>59) Have them mark off a piece of the ground where they will investigate the wildlife in their area</p> <p>60) Have students write or draw about what they find.</p> <p>61) After a while have them sit down in a circle and discuss what they saw/found.</p> <p>62) Talk to students about how wildlife and humans are sharing the same environment. Talk to them about how they play in the environment the same environment where wildlife can be found. Talk to them about how even in their home and school there is wildlife.</p>			



<p><b>STUDENTS ACTIVITY</b></p>     <p><b>GUIDED PRACTICE</b></p>   <p><b>EVALUATION</b></p>	<p>63) Ask students to guess whether they think different kinds of animal are found over the earth-in the deserts, oceans, mountains, and cities.</p> <p>64) Encourage the students to make the generalization that wildlife is present all over the earth.</p> <p>Students will investigate the environment and the wildlife living there. They will talk about and discuss about what they found. Students will be informed that they share the environment with the wildlife they have found and they will discuss what kind of wildlife they interact with daily as well as in their homes.</p> <p>For guided practice students will</p> <ul style="list-style-type: none"> <li>4) Search their homes looking for wildlife</li> <li>5) They will also search magazines and books for wildlife from all over the planet</li> </ul> <p>For evaluation students will draw a picture of their favorite wildlife and talk about where it lives and how they share the same environment.</p>
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