

# The Healthy Wetland Challenge



## Specific Learning Outcomes

**1-1-10:** Describe how humans and other living things depend on the environment to meet their needs.

**1-1-13:** Develop, implement, and evaluate personal and group action plans that contribute to a healthy environment for themselves and for other living things.

## General Learning Outcomes

**1-0-4a:** Follow simple directions while undertaking exploration.

**1-0-4g:** Verbalize questions and ideas during classroom learning experiences.

**1-0-7a:** Propose an answer to the initial questions based on their observations.

**1-0-9b:** Willingly observe, question, and explore.

**1-0-9d:** Express enjoyment of science-related classroom activities.

## Vocabulary

wetland, healthy, challenge, goal, record

## Summary

Students continue their exploration of wetlands by brainstorming actions that can help wetlands stay healthy by choosing one of these actions to do as a class, then working together to accomplish this goal in a given amount of certain time.

## Materials

- 1 large easel pad to mark progress

## Procedure

### *Warm Up*

Begin by reminding students about their visit to Oak Hammock Marsh, briefly reviewing the day's activities. Remind students of the word 'wetland,' having them describe what a wetland looks like now that they have visited one.

Ask students to identify some of the living things they learned about during their field trip, including some of their needs. Have students describe how the marsh/wetland helps these living things meet their needs.

### *The Activity*

Have a class discussion of what might make a healthy wetland (clean water, no litter or other pollution, green and lush plants, frogs and other animals are living in the area).

Introduce the idea that our actions as humans can have big impacts on our environment, including places like wetlands, and so we each have a role to play in keeping our wetlands healthy.

As a class, brainstorm some actions that could help wetlands stay healthy. Even the smallest actions (like not having the water running while brushing one's teeth or picking up litter) are all important in order to keep our environment healthy.

Explain that the class is going to participate in the Healthy Wetlands Challenge, where the class will create a plan on how they will help wetlands, creating a class goal, a deadline and a means to record daily (such as with a chart, words and/or pictures) the progress of their actions.

Together, create a way to evaluate how well the class did in achieving their goal. This challenge can take place for a day, a week, or a month (up to the teacher's discretion).

*Recommended: Have a visual chart up on a wall to help motivate and keep track of the class's progress (see example). Every time you progress in your goal, always link back to how this goal/action is helping keep wetlands healthy.*

*Goal Suggestions: use reusable water bottles; recycle; pick up litter; compost; spend 10 minutes outside each day appreciating nature; use less water; learn about a particular wetland bird/animal; create a birdfeeder; put up a birdfeeder and feed birds (appropriate foods); create less food waste; throw away less trash; try to reuse paper and craft materials.*

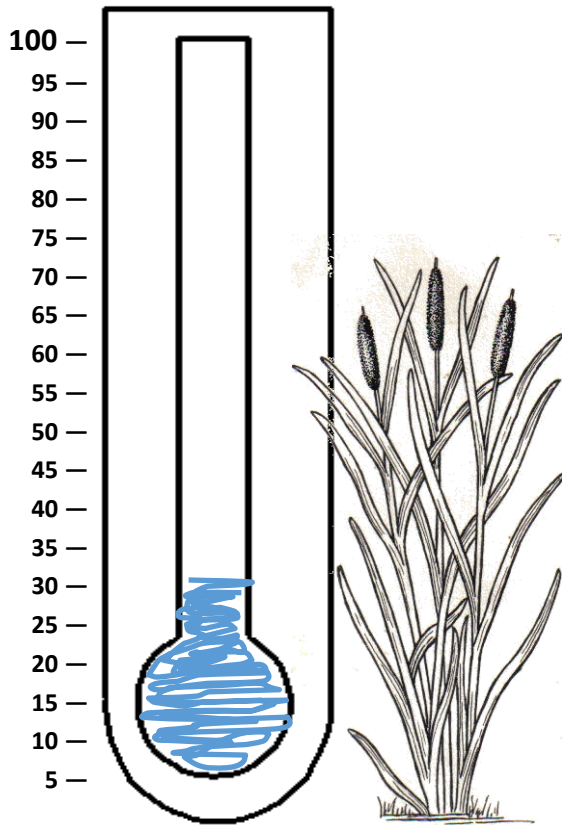
### *Wrap Up*

After the set time period has passed, have the class meet, discuss their experiences with the challenge, and evaluate how the class did using the evaluation criteria created by the class in the beginning of the challenge.

- Example -

# Room 2B's Healthy Wetlands Challenge!

**Goal: Recycle 100 items  
by the end of May**



- Daily Talley -

May 30 \_\_\_\_\_

May 29 \_\_\_\_\_

May 28 \_\_\_\_\_

May 27 \_\_\_\_\_

May 26 \_\_\_\_\_

May 23 \_\_\_\_\_

May 22 \_\_\_\_\_

May 21 \_\_\_\_\_

May 20 \_\_\_\_\_

May 19 \_\_\_\_\_

May 16 \_\_\_\_\_

May 15 \_\_\_\_\_

May 14 \_\_\_\_\_

May 13 \_\_\_\_\_

May 12 \_\_\_\_\_

May 9 2

May 8 10

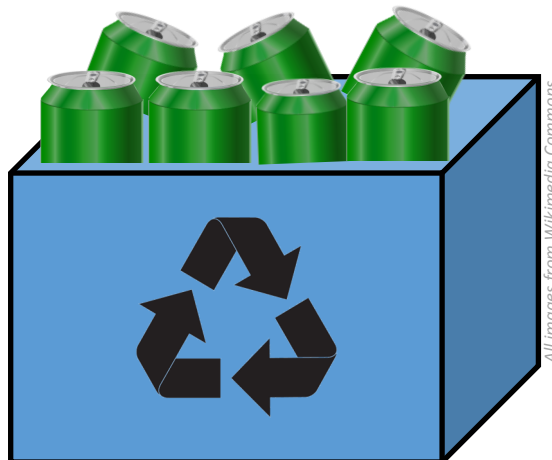
May 7 5

May 6 4

May 5 2

May 2 7

May 1 5



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