

## Take the Center for Wildlife Stewardship Challenge!

Try one of these positive impact projects to encourage students to observe and become stewards of their environment. Adapt any one of these projects to fit your classroom's age and unit of study. Feel free to contact Kristen at [kristencfw@yahoo.com](mailto:kristencfw@yahoo.com) with questions or comments.

**Lunchroom Litter** - How much waste is generated in our lunchrooms? Consider having students take measurements of trash (ie: weigh trash bags at the end of the day for a week, month), itemize waste (observe food waste, plastic and aluminum cans or bottles, paper products, Styrofoam, etc.). Once measurements and observations are made, have kids brainstorm on how to cut back on waste, if any (recycling, composting, switching to biodegradable products, if lots of food-waste perhaps cutting back on pre-made meals). Once brainstormed, have students research cost-effective alternatives (opening a Clink account to help subsidize biodegradable products, save money on food-waste, etc). Put together a report/ project proposal to present to class, school, and perhaps the community!

<http://www.ses.srvusd.k12.ca.us/lunchroomwastebusterprogram.pdf>

<http://www.acornnaturalists.com/store/THE-WORM-CAFE-Mid-Scale-Vermi-composting-of-Lunchroom-Waste-P2190C214.aspx>

<http://www.williams.edu/outreach/hhmi/technology/LunchRoomLitter.pdf>

<http://producepedia.com/images/pdf/ChartYourLunchroomsFoodWaste.pdf>

[http://www.education-world.com/a\\_admin/admin/admin406.shtml](http://www.education-world.com/a_admin/admin/admin406.shtml)

**More Than Just a Puddle** - Have students research what exactly a vernal pool is, indicator species, and current laws in the community on development in and around vernal pools. Consider having them pick a favorite species to observe and research more in-depth throughout project. Have students look for vernal pools in and around their neighborhoods, and around the school (collecting data on depth, size, habitat surrounding, species observed). Have students contact their local Audubon chapter and organize a vernal pool monitoring session with them around the school. Have students map vernal pools in the community, and present importance of vernal pools and preserving them to the class, school, or community through posters or newspaper articles. GPS mapping, specimen collecting and identification, photography, writing and communication, and presentation of findings through multiple medias can help spread the message that these vernal pools are important!

<http://www.opb.org/education/tinycreatures/vernalpools/activities.html>

<http://www.vernalpool.org/educ.htm>

[http://www.eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?\\_nfpb=true&&ERICExtSearch\\_SearchValue\\_0=ED401112&ERICExtSearch\\_SearchType\\_0=no&accno=ED401112](http://www.eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&&ERICExtSearch_SearchValue_0=ED401112&ERICExtSearch_SearchType_0=no&accno=ED401112)

<http://www.acornnaturalists.com/store/VERNAL-POOL-LESSONS-AND-ACTIVITIES-P380C69.aspx>

<http://www.sacsplash.org/taxonomy/term/257>

**Bats; The Best Neighbors You'll Never Know** - Have students research what species of bats we have in NH and ME, and which ones are year-round residents. Pick a species and research natural history/ current challenges. Pick a year-round resident (little brown bats may be relevant as their populations are struggling due to white-nosed fungus) to build bat boxes for. Each student goes out in town and identifies best habitats and either lists or maps them out. Come together as a classroom, and choose 4-5 public places that they will put bat boxes up. Visit Bat Conservation International Website for bat house schematics and details on best height, direction, color, etc. for the houses to be mounted, download and bring to class. Have students break into groups and build houses. Field trip to install houses. Each group gives presentation to class on one aspect of habitat conservation and management (natural history, current population of local bats, current challenges, bat's role in ecosystem, why project was important). Can also present to school and community. Students can be encouraged to observe bat houses during summer nights for any activity.

<http://www.batcon.org/>

<http://www.teacherplanet.com/resource/bats.php>

<http://www.theteachersguide.com/batslessonplans.htm>

<http://animals.pppst.com/bats.html>

<http://www.bats.org.uk/>

[http://www.eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?\\_nfpb=true&&ERICExtSearch\\_SearchValue\\_0=ED422160&ERICExtSearch\\_SearchType\\_0=no&accno=ED422160](http://www.eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&&ERICExtSearch_SearchValue_0=ED422160&ERICExtSearch_SearchType_0=no&accno=ED422160)

**A Habitat is a Home** - Have students pick their favorite outdoor spot to visit/play. Have them commit to visiting the site 4-5 times during the semester. Describe (maps, journals, drawings, photographs) what kind of habitat it is, who lives there, and how it fits in with the surrounding ecosystem. Then have them observe human impacts on the site. They should bring trash bags and gloves with them (and adults for supervision and safety) and clean up the site each time they visit. They should also describe and measure how much trash and what kinds of things they are finding. Have them connect the kinds of trash to how it might threaten or endanger the plants and animals living there. Finally have them come up with suggestions on how to keep their site clean (if they are finding lots of plastic bottles consider asking the town to install recycling bins, lots of cigarettes have a non-smoking rule, etc.). Have each student report to the class where their favorite spot is, what they found, what their suggestions are, and what they learned about their site that they didn't know. Students can also present to the school and the community. Through the NWF you can also have create a 'Schoolyard Habitat' and have it certified, a project that students of all ages take pride in being a part of!

<http://www.lessonplansearch.com/ThematicUnits/Science/Ecosystems/>

<http://www.nwf.org/schoolyard/>

<http://www.nwf.org/schoolyard/howtoguide.cfm>