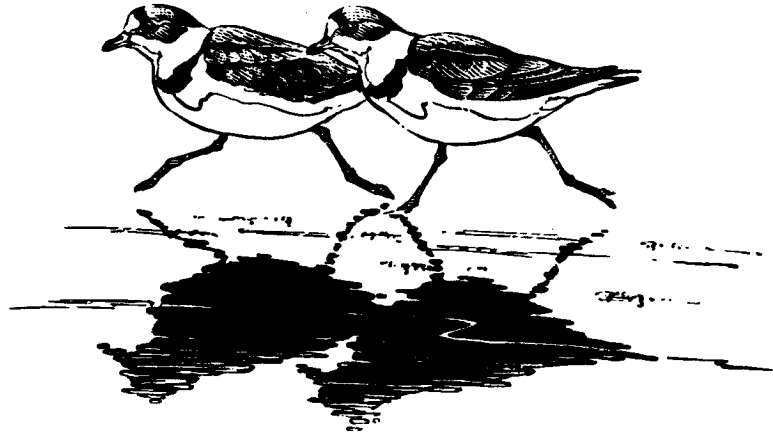

HABITRENDS

An Occasional Newsletter of Project WILD in North America
Vol.1. No.1. Fall, 1984.



An Introduction

Greetings! Thanks for being WILD! This newsletter is a beginning. It's a way to send encouragement and support. It's especially designed for those of you who are classroom teachers who have been to a Project WILD workshop. Through this occasional newsletter, we want you to feel connected to at least some of the growing number of people in the United States and Canada who are "doing something wild"--teaching and learning about wildlife, ecological systems, and responsible human actions. Let us hear from you at any time with requests, suggestions, contributions, and ideas to share. We look forward to hearing from you, and working with you, in our shared commitment to improved education for young people.

Why HABITRENDS?

Trends in habitat. Writers and scholars distinguish between "trends" and "fads." A trend is a long-term movement in a clear direction. A fad is short term, a "flash in the pan" phenomenon. The single most critical factor affecting wildlife is the availability and quality of suitable habitat--a place for wildlife to live. Food, water, shelter, and space in an arrangement suitable for survival are the necessary components of habitat. Wildlife has always needed suitable habitat. One trend affecting wildlife is the increasing elimination and degradation of suitable habitat worldwide. We are reminded more than ever of the need to educate about its importance. And so, "HABITRENDS" emerges . . . to help us remember--and to offer assistance and encouragement.

Habitat Activities

Many Project WILD activities have been designed to teach about habitat. To begin, select one or more that emphasize the **components** of habitat--so students establish a basic understanding of what wild animals need in order to survive. Everything else--like the need for management, land use issues, impact of hazardous substances in ecological systems, and most other topics--will make more sense to students once they have a working understanding of habitat.

Here is one possible introductory sequence of Project WILD activities about the components of habitat. Each of these activities can actually be used at several grade levels, sometimes with some adaptation. However, we've listed them here at identified grade levels with a mind toward minimizing duplication of the same activity in a school where teachers at many grade levels are using Project WILD.

In addition, many other activities in Project WILD are designed for teaching about habitat. Again, those listed below are those which are especially designed to teach a basic understanding of the **components** of habitat.



Kindergarten and First Grade: "Wildlife Is Everywhere," "Everybody Needs A Home," and "What Bear Goes Where?"

Second and Third Grade: "The Beautiful Basics" and "What's That, Habitat?"

Fourth and Fifth Grade: "Habittracks" and "Polar Bears In Phoenix" (elementary version)

Sixth and Seventh Grade: "Ants On A Twig" and "Habitat Rummy,"

Eighth and Ninth Grade: "Habitat Lap Sit" and "Oh Deer!"

Tenth through Twelfth Grade: "Rainfall And The Forest" and "Polar Bears in Phoenix" (secondary version)

One WILD CLASSROOM

"When you walk into Nancy Weber's classroom, you are not sure what to look at first. Every square inch of space is covered by some bright and interesting work. Nineteen third-grade-size, butcher-paper bodies, with some of the innards glued on, line the east side of the room. Collages of domestic and wild animals cover the south wall. Here and there, food chain mobiles hang from the ceiling. A 3-D zoo for Polar Bears in Phoenix' sits on the art table and surrounding floor. The alphabet peeks out from under posters in the front of the classroom. Books are everywhere.

"Nancy volunteered to participate in the (Project WILD) field test, because I am always looking for something new. I just can't keep doing the same thing over and over again, year after year.'

"And she, loved the workshop. I got many fine ideas from the activities we did and excited about the manual, too. In fact, I spent most of Sunday (the day after the workshop) reading it. I went through every single activity to find the ones that get into our objectives for science, social studies, and even for math.'

"In one of the activities she did, the students, sitting in their assigned life groupings, were trying to develop a mural and report on the mammals that could be found in their areas. The grassland group was trying to find out if all buffaloes were extinct, and if not, where they lived. After pouring through a few books, they were excited to tell the forest group that not only were buffaloes alive and well, but that there were forest buffaloes and grassland buffaloes. The students studying deserts were trying to get the proportions of their Bactrian camel just right . . . The next stage of this activity was to make a bar graph, showing the relative number of animals that could be found in their environments. Their teacher selected **Graphanimal** and adapted it because, **it was quite compatible with our science unit on life zones and their animals. Graphing is also one of the math objectives for third graders.'**

"Mrs. Weber, an urban teacher, did 19 Project WILD activities with her class (during the period of the field test in one school year) . . . Most of the activities she did were chosen because they fit within the district's objectives and her own objectives for these students. She often adapted activities to these objectives and, for the most part, proceeded from the beginning to the end of the guide (from awareness to action') doing the activities.

"Nancy's description of their final unit:

I incorporated the lesson plan, *Can Do*, as a culmination to our litter study (*Litter we Know*). The students invited members of student council to visit their (our) classroom and their collages. (Rather than have students bring bags of littered items we went on the playground and in 30 minutes had 36 pounds of assorted litter. We weighed them in the nurse's office.) The student council members were quite impressed and took several of our litter collages to the various classrooms. As a result, each classroom now has the responsibility to clean up litter on the school grounds on a rotating basis."

NOTE: This article was excerpted from the "Project WILD Evaluation, Final Report of Field Test," by M. Lynette Fleming. Copyright 1983, Western Regional Environmental Education Council. Copies of the full report of the field test are available from the Project WILD offices and through the ERIC information system.

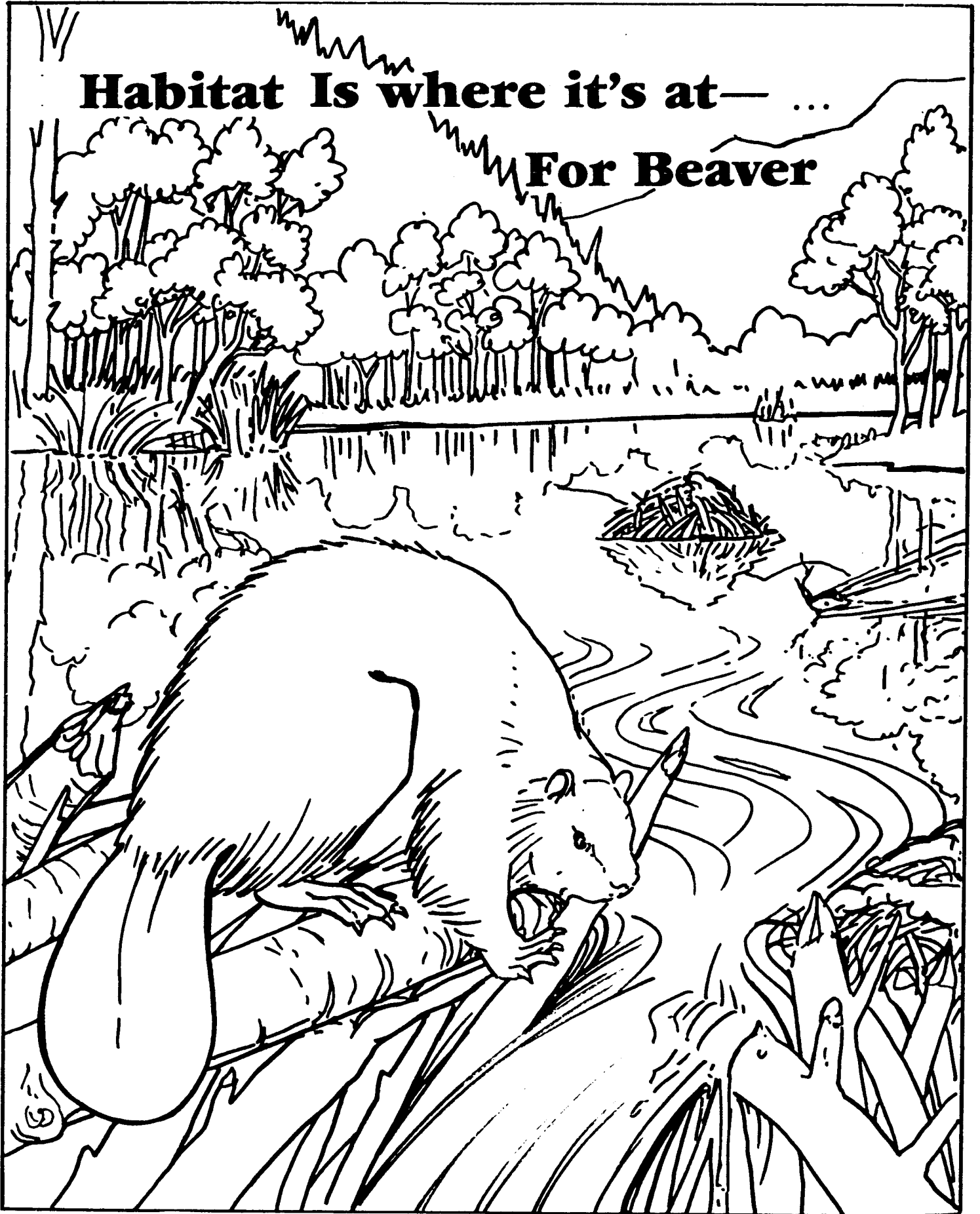
Resources

A good source of basic information about components of habitat and wildlife management is **Helping Wildlife: Working With Nature** by Delwin E. Benson and published by the Wildlife Management Institute, Suite 725, 1101 Fourteenth Avenue N.W., Washington D.C. 20005. The cost is \$1.50 per copy, postpaid. This is a paperbound pamphlet, 26 pages long. It's easy to read, and appropriate for use as a text or reference by students from approximately sixth grade through adult.

Habitat Is Where It's At!

Bob Hernbrode, member of the Project WILD Steering Committee and Director of the Oracle Education Project, has developed a coloring book about habitat for young students called **Habitat is Where It's At**. It's available from Defenders of Wildlife, 1244 Nineteenth Street N.W., Washington D.C. 20036. The cost is \$2.25, plus .75 for postage and handling for this 8 and 1/2 inch by 11 inch, 23 page, paperbound publication. Here's a page from that coloring book, included here with permission.

Habitat Is where it's at— ... For Beaver



Adapting Activities

Send us news of ways you've adapted or extended Project WILD activities--or suggestions for brand-new activities you've developed. We make at least minor revisions in each year's printing of the Project WILD Activity Guides, and plan more extensive revisions and additional materials as the Project continues. So let us hear from you!

WILD Words

We'd also love to see samples of student writing that results from their work with Project WILD activities. Send us what you can. We'd love to be able to publish a sample--possibly in another issue of "HABITRENDS."

Praise for WILD

The International Association of Fish and Wildlife Agencies recently reviewed the Project WILD Elementary and Secondary Activity Guides. Col. Robert M. Brantly reports, "Project WILD is the most comprehensive and useable wildlife environmental education program ever made available to most states. It is well organized and presented, incorporates practical and proven teaching methods, and maintains objective and unbiased positions in areas of social controversy, while exposing issues rather than avoiding them--a proper function of education."

WILD Workshops

What are teachers saying about their experience at Project WILD workshops? More than 80% are saying that, "this is one of the best workshops I have ever attended." Nearly 20% more are saying that the workshop was "good." We're delighted! If there are teachers in your area you think would find Project WILD useful and who would be interested in attending a workshop, please contact your state or organization Project WILD Coordinator to see when and how a workshop can be arranged.

"This was an excellent workshop. It helped in an area where there is little information available to the teacher, unless the teacher does extensive research."

"A SUPER EXPERIENCE! We need more like this!"

"A wonderful, helpful, understanding staff who presented the workshop. These people are dedicated . . ."

"It's great to see workshop presenters be so enthusiastic and knowledgeable about their subject area!"

These representative comments are from just one WILD workshop--one presented for teachers in Parker, Arizona by Jean Fields, an experienced elementary school teacher from Phoenix, Arizona, and Cheryl Mollohan, an education specialist with the Arizona Game and Fish Department.

WILD Awards

Project WILD received the 1984 Conservation Education Award from The Wildlife Society. One of the Project's principal cosponsors, the Western Regional Environmental Education Council, also received the National Wildlife Federation's 1983 Conservation Education Award--an award only given when a worthy recipient is identified--largely because of its work with Project WILD.

In addition to receiving awards, Project WILD recently bestowed two awards. One for Excellence in Leadership was awarded to Mr. Rudy Schafer, Program Manager for Environmental and Energy Education for the California Department of Education, one of the founders of the Western Regional Environmental Education Council, former Chairman of the Project WILD Steering Committee, and one of the most imaginative and persistent of dedicated professionals. One for Excellence in Teaching was awarded to Mr. Bob Hernbrode, Director of the Oracle Education Project, member of the Project WILD Steering Committee, also one of the founders of the Western Regional Environmental Education Council, and one of the most inspiring and genuine teachers we know. Congratulations to each of these fine people.

Miscellaneous NEWS

Project WILD is just beginning--and yet it's off to a great start. Thirty-one states so far have now indicated their commitment to sponsor the availability of the program: Alaska, Arizona, Arkansas, California, Colorado, Florida, Georgia, Hawaii, Idaho, Illinois, Kentucky, Massachusetts, Minnesota, Montana, Nevada, New Jersey, New Mexico, New York, North Carolina, Ohio (pending), Oklahoma, Oregon, Pennsylvania, South Carolina, Tennessee, Texas, Utah, Virginia, Washington, Wisconsin, and Wyoming. The two principal sponsoring organizations at the national level are the Western Regional Environmental Education Council, an organization of state departments of education and resource management agencies; and the Western Association of Fish and Wildlife Agencies. Additional sponsors at the national level at present include the American Humane Association, Defenders of Wildlife, National Wildlife Federation, and The Wildlife Society. The Canadian Wildlife Federation sponsors the availability of Project WILD for all Canadian provinces, in cooperation with provincial education and wildlife agencies. Additional states and organizations are actively investigating the possibility of sponsoring Project WILD.

HABITRENDS is an occasional newsletter of Project WILD in North America.

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