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# HABITRENDS

An Occasional Newsletter of Project WILD in North America  
Vol. 6 Summer, 1989.

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## *About This Newsletter*

This newsletter is designed for Project WILD Coordinators. We encourage you to use the contents of this newsletter to best fit your needs and circumstances. Feel free to adapt articles, modifying them as you see fit. You can also use articles "as is." Some articles are simply for your own background; others are intended to be used, adapted, or excerpted for use in your own state or organization's newsletter. Some may usefully be reproduced as handouts for WILD workshops. The entire newsletter is available for your use. There's no need to credit the source unless it seems particularly appropriate.

NOTE: Although this newsletter has been designed especially for Project WILD Coordinators, other readers may want to adapt or reprint portions. Please simply write to the Project WILD Director, P.O. Box 18060, Boulder, CO 80308-8060 to request permission. Thanks!

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*"Stewardship of our environment requires knowledge, attitudes and skills which are based on a commitment to shaping the world in which we live through thoughtful and active participation. Teachers in all grades and subject areas have a role to play in helping students realize it is a collective responsibility to preserve and cherish our home, this precious planet earth." Herbert J. Grover, Wisconsin State Superintendent of Education.*

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# *An Ecological Approach to Project WILD'S Organization and Management*

*by Cheryl Charles*

Project WILD's organization and management is based on principles of ecological systems. This is a conscious decision on the part of the sponsors and developers of the Project.

How do statements like this translate into practice? Here are a few examples of the principles that guide Project WILD.

**All things are connected.** Every element of the ecosystem is important and is connected to every other part of the system. Each living organism has a niche. In Project WILD, every participant--from the students who will learn from the Project WILD activities in classrooms to those who set policy for the program and take responsibility for its implementation--is integral to the success of the program. Attention to quality is one way to keep the ecosystem healthy--because everyone is affected by everything that happens.

**Diversity is natural and important to the health of ecological systems.** Diversity is an indication of healthy ecosystems. With Project WILD, we model respect for diversity. We do that in various ways. The Project WILD materials are intentionally designed to serve a diversity of teaching and learning styles. Project WILD workshops encourage and celebrate the diverse styles of workshop leaders. Each Project WILD state is encouraged to take the Project WILD programs and decide on a plan for implementation that best meets the needs of people in that state. Diverse organizations and individuals worked together to develop Project WILD, and

still work together to sponsor the Project. We have always stressed the importance of transcending individual differences in support of quality education about wildlife and the environment. That speaks of a respect for diversity--at the same time emphasizing the appropriateness of the ecosystem's dynamic balance as a whole.

**Natural systems are self regulating.** Checks and balances exist within ecosystems. In Project WILD, we use a variety of approaches to evaluation--as a means to continually monitor the quality of the program, and to learn from our efforts in order to improve. At the same time, the heart of evaluation begins with each person taking responsibility for his or her own actions. For Project WILD, this shows in many important ways. The whole of the Project is premised on the belief that people can learn, people can make a difference--and people can take responsible actions on behalf of people, wildlife, and the environment. The Project WILD instructional activities are designed to support kindergarten through high school age students in moving "from awareness to responsible actions." Notable with Project WILD is our respect for the talent, dedication, and professionalism of individual classroom teachers. We know that education about wildlife and the environment is not a priority in the public schools of North America. We have chosen an approach that depends upon classroom teachers to make the final decisions about where and how to integrate Project WILD into their classroom curricula. We support them in a variety of ways--and then it largely depends upon the teachers. This respect

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for teachers--since our audience is primarily kindergarten through high school youth--is one form of self regulation that is the foundation for Project WILD.

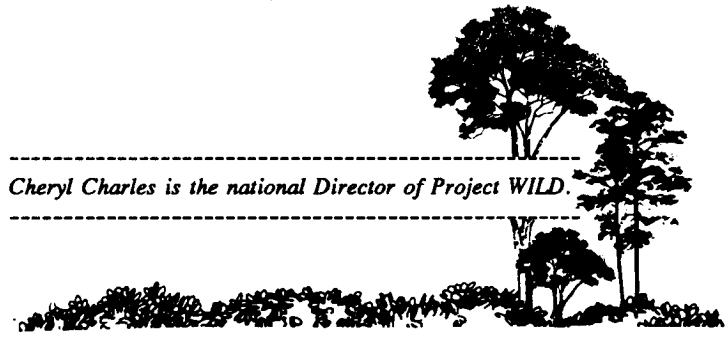
**Healthy growth in natural systems is optimal, not maximal.** This means that more is not always better. With Project WILD's implementation, we stress paying attention to quality. If the numbers of people we reach along the way do continue to increase, we want that increase to take place because we are making steady progress--not simply setting numbers as our goal.

**Change is continuous in natural systems.** From the beginning, we knew that Project WILD would need to be flexible and responsive to change in order to be effective. This is reflected in many ways. For example, the fact that the Project WILD Activity Guides for teachers are printed every year in order to incorporate new information is one indication. New materials are developed as part of Project WILD. The Project WILD Aquatic Education Activity Guide is an example, and so are the plastic pollution materials to support the Aquatic activity "Plastic Jellyfish" that are presently being developed. Advanced Project WILD workshops are another example. We pay attention to what is going on in public schools and in the society. We don't make change for the sake of change, but we value making change when and where it is appropriate.

**Since every organism has a niche, everyone is important.** There is a management structure with Project WILD. There are national sponsors, a national level steering committee, a national director. There are state Project WILD coordinators and sometimes state steering committees. There are volunteer workshop leaders. There are teachers who use the materials with their students. There are parent and community

volunteers. There are many wildlife professionals who help in a variety of ways--from reviewing materials to leading workshops to helping secure necessary funds. There are sponsors who provide vision and dollars. There are associate sponsors and contributors who participate in many ways--all with a shared concern about wildlife, education, and the environment. There are the students who are the future, and for whom this Project is designed--in order to help create and support an informed and responsible decision making public in near and future generations. There is wildlife and the environment upon which it depends--the ultimate focus of this Project. So although there is a management structure that sets policy for Project WILD and takes responsibility for its implementation--setting guidelines and priorities for its resources--the whole of the Project is based on shared responsibility. Everyone makes a difference, everyone contributes, everyone is important, everyone has a niche. This is where we started--all things are connected!

**Author's Note:** The basic ecological principles that are addressed in this paper were identified principally by Bob Samples, Milton McClaren, and Bill Hammond in discussions with the author. Their generous insights are gratefully acknowledged. The author takes responsibility for interpreting and applying these principles to the management and organization of Project WILD.



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*Cheryl Charles is the national Director of Project WILD.*  
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## Nation's Report Card

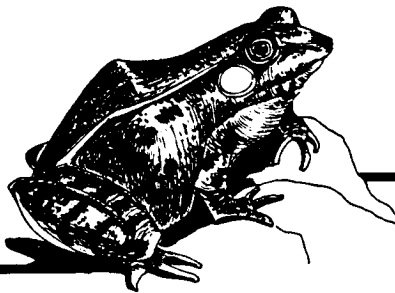
A report released in February by the National Assessment of Educational Progress states that over the last 20 years, measurable gains have been made in students' mastery of basic skills, but that students are not prepared to apply those skills in solving complex problems. The federally financed report contained no new data on student achievement, but rather is the organization's first comprehensive look at learning across subject areas.

The report notes that, *"The education system in this country needs to extend its focus from the teaching and learning of skills and content to include an emphasis of the purposeful use of skills and knowledge....Large proportions of American students do not appear to be adequately prepared for...thoughtful citizenship."*

The report adds, *"Students who report participatory and varied instructional practices in science and literature classes tend to have higher proficiency levels than their peers in less exploratory classrooms...Using these new approaches will require teachers to move away from traditional authoritarian roles and, at the same time, require students to give up being passive recipients of learning."*

Copies of the report are available for \$9 from the Nation's Report Card, P.O. Box 6710, Princeton, NJ 08541-6710.

Editors' Note: Sounds to us like clear support for WILD approaches to teaching and learning!



## Balloon Alert!

The Balloon Alert Project was created by a small group of teachers to share information about the hazardous consequences of releasing helium balloons into the sky. Colorful as they may be, if released near a coastline they may be mistaken for food and eaten by many types of aquatic animals. Seabirds, endangered sea turtles, dolphins, and whales die from eating plastic ocean litter, which includes balloons. *"Balloons can still be fun, but we need to learn how to enjoy them in an environmentally safe way."* For further information, contact the Balloon Alert Project, Peter and Susan Hibbard, 12 Pine Fork Drive, Toms River, NJ 08755.

Editors' Note: See the Aquatic WILD activities, **Plastic Jellyfish** and **Turtle Hurdles!**

## Make it Biodegradable!

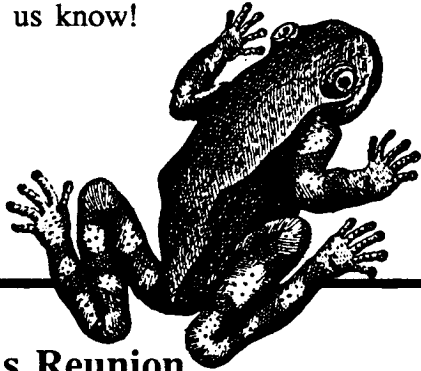
Under a new law enacted by Congress, all plastic six-pack yokes sold in the United States must be made of biodegradable material beginning in 1990. The goal is to protect shorebirds, fish, seals and other wildlife that become entangled or eat the plastic, often with fatal results. The legislation, initiated by Senator John Chafee of Rhode Island, is the first to mandate biodegradability and sets a precedent for further environmental cleanup efforts.

Editors' Note: Project WILD will soon be offering an instructional kit about plastic pollution and its impact on wildlife to accompany the activity, **Plastic Jellyfish**.

## Habitat Lap Sit Record?

About 175 students from Killearn Lakes Elementary School in Florida participated in the Project WILD activity, **Habitat Lap Sit**. Fourth grade teacher Linda Edson led the group in learning about the interconnection of all parts of the natural environment. Linda uses about 15 to 20 Project WILD activities in her yearly lesson plan. One of her students' parents was quoted in Tallahassee Magazine: *"Project WILD sounds wonderful. It teaches kids what I wish our generation had learned--the importance of awareness and understanding of the need for balance with nature. I'm happy that someone has put it together and is bringing it to the kids."*

Has anyone out there heard of a larger "lap sit?" Let us know!



## WILD Kids Reunion

Gladys May and her first grade class in Livingston, Texas helped to pilot test the Project WILD aquatic education activity, **Aquatic Times**. A page of her class's finished newspaper is included in the Project WILD Aquatic guide on page 119. Gladys held a reunion with these former students, *"to show them our newspaper which was reproduced in the book. They loved it! They also thought it was exciting to see themselves listed as the publishers of the paper."* A local newspaper covered the reunion, and a photo of the class was included with a descriptive article about Project WILD. Thanks, Gladys! Thanks, students!

## Election Fever









Bob Severson, outdoor education director and Project WILD facilitator for the Byron School District in Ogle County, Oregon, coordinated an Ogle County Mammal election. The Ogle County Board of Education declared November 6-12 as Ogle County Mammal Election Week, and students in elementary schools throughout the county were given the task of studying and selecting their favorite local mammal from a list of eight candidates. Severson met with county elementary teachers in August and distributed 250 packets of mammal election material, including candidate profiles, campaign posters and buttons, crosswords and word searches, and a vocabulary list. Classes participated at many levels, studying candidates' individual qualifications and habitats, drawing and coloring election posters, and giving campaign speeches, as well as learning voting procedures. This WILD election generated enthusiasm and learning!

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### BALLOT

### OGLE COUNTY MAMMAL

(VOTE FOR 1)

<input type="checkbox"/>		<input type="checkbox"/>	
	Beaver		Meadow Vole
<input type="checkbox"/>		<input type="checkbox"/>	
	Little Brown Bat		Woodchuck
<input type="checkbox"/>		<input type="checkbox"/>	
	Opossum		Gray Fox
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	Fox Squirrel		Mink

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# What if?...

by Janet Ady and Dolores Scott

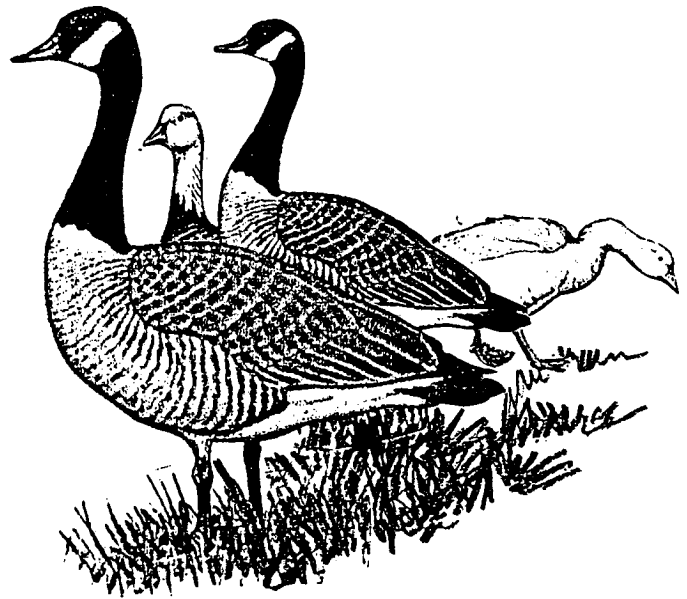
## The Problem

Populations of four species of geese that migrate along the Pacific Flyway have declined severely over the last 20 years. Three of these, the cackling Canada goose, the Pacific white fronted goose and the black brant are sought by native subsistence hunters in remote western Alaska and non-native hunters throughout California, Oregon, and Washington. The fourth, the emperor goose, overwinters on the Aleutian Islands.

Abrupt drops in populations of cacklers from 350,000 in the mid 1960s to about 30,000 in 1984, as well as moderate to severe population losses of the other three species prompted immediate action to address a long standing concern for the geese. The result is known as the Yukon-Kuskokwim Delta Goose Management Plan.

## A Unique Approach

The plan is unique because it directly involves Alaska native subsistence users and hunters from the lower 48 states in developing the terms of the plan. Participants in the plan's development were the Alaska Department of Fish and Game, the U.S. Fish and Wildlife Service, the California Department of Fish and Game, the California Waterfowl Association, Nunam Kitlutsisti (Alaska), the Waterfowl Habitat Owners Alliance (California), and the Oregon Department of Fish and Wildlife.



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Because compliance with the plan is voluntary on the part of the people of the Yukon-Kuskokwim (Y-K) Delta, one vital aspect was the establishment of an Alaskan information and education task force. The U.S. Fish and Wildlife Service hired resident native Alaskans to serve as Refuge Information Technicians (RITs). The RITs held village meetings and made classroom presentations, but materials for teachers to use in classrooms throughout the year were needed--so the "Teach About Geese" curriculum was conceived.

## Evolution of a Curriculum

It's often difficult for teachers in rural Alaska to get materials that are Alaska-specific. Materials which address wildlife are especially welcome, as wildlife is so relevant to the lives of the students. The U.S. Fish and Wildlife Service, Alaska Natural Resource and Outdoor Education Association (ANROE), and the Alaska Sea/River Week Project had begun teaching credit courses statewide on four wildlife education curricula: Project WILD, CLASS Project, Alaska Wildlife Week, and Alaska Sea/River Week. The next steps were to "Alaskanize" and



"goosize" these materials and offer workshops for teachers. During the summer of 1985 a draft curriculum was produced, targeted for K-12 with special emphasis on middle grades 6, 7, and 8. After field testing and revisions, the curriculum is now being implemented during the 1988-89 school year.

### **The Heart of the Program**

Providing relevant, localized materials for teachers and students is exciting in itself, yet there is another level of this project that is unique. The instructors for all but the pilot workshop were volunteers from the Alaska Natural Resource and Outdoor Education Association. These volunteers are all highly trained, qualified facilitators in each of the four wildlife education curricula, and have attended a special "goose orientation" session. During the facilitator training held this past August, this group transformed the Project WILD Aquatic activity "Hooks and Ladders" into a "Goose and Gander" migration game! It was exciting to see the creative juices flow.

The "Teach About Geese" curriculum is in a kit format. Each kit, developed by the U.S. Fish and Wildlife Service, is introduced by a video tape about goose biology and the issues involved with the declining species of geese which nest on the Y-K Delta. The kit also includes a color poster showing the four species of geese; their habitat, food and hazards faced; and seven charts to complete the lesson plans. A set of cards with illustrations to use in "food web" and other activities, two game boards for use in a migration activity, and a goose "trivia pursuit" game are part of the kit. But the heart of the kit is the combination of the information booklet for the teacher, the curriculum guide itself, and the student worksheets and activity books.

### **More Than a Brochure**

The beauty of the "Teach About Geese" curriculum is that it represents so much more than simply informational materials. It is a way of teaching about critical wildlife issues through experiential learning. It models the adaptation of excellent available materials to meet local needs and concerns developed with input from those who will be its ultimate users--and it is a cooperative effort among many individuals and agencies. That's how we do it in Alaska!

### **Recognition**

The "Teach About Geese" education program has received recognition from the National Science Teachers Association as an Alaskan state exemplar in the Search for Excellence in Environmental Education, and from the Wildlife Society's Conservation Education Awards program. The volunteer facilitators from ANROE received the U.S. Fish and Wildlife Service, Alaska Director's Commendation Award, for contributions to wildlife.

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*Janet Ady is Education Specialist for the U.S. Fish and Wildlife Service, located in Anchorage, Alaska.*

*Dolores Scott is Project WILD Coordinator for the Alaska Department of Fish and Game, Juneau, Alaska.*  
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# *Ish Elementary Environmental Education Specialty School*

*by Jerry deBin*

*Boy, have I got a WILD story to tell you about Arkansas!*

The Little Rock School District (LRSD) contains six ethnically identifiable schools; that is, schools having greater than 77% minority students. In 1987, under federal court mandate, the Arkansas State Department of Education began funding a Major Enhancement Program in an effort to attract non-minority students to these schools. Since then, each of the six schools has adopted a major enhancement theme (such as environment, communications, art) and received additional funds to support the special staff, equipment and materials needed.

Ish Elementary is one of the six schools, *[How did you know what I was about to say?]* Yes, **Ish Elementary is one of the six schools, and "Environmental Education" is its theme.** Dennis Glasgow, Science Curriculum Coordinator for the Little Rock School District, began searching for environmental education resources for Ish Elementary, and--*[you might have guessed this]*--**Project WILD was his number one choice!**

A specialized Project WILD workshop for Ish teachers was held prior to the 1987-88 school year in order to prepare all those "non-wild" teachers for a really "WILD" year! During the workshop, teachers prepared lesson plans that incorporated Project WILD into their existing teaching materials and strategies. How was the first WILD year (1987-88) at Ish? Awkward at best, considering the fact that everything about Ish Elementary School

(staff, curriculum, students, even the building!) was in a major transition stage. How has the second year (1988-89) been for Ish? Well, that's a whole new ballgame. I'd say it ranks somewhere between WILD and really WILD!

The first WILD event of the 1988-89 school year took place last August when Cheryl Charles and Kerry Baldwin led a terrific curriculum planning workshop for Ish teachers and administrators. During those two days, Ish teachers compiled a list of Project WILD activities by subject and by grade which corresponded to their textbook units. This helped to provide a clearly defined plan for implementing Project WILD.

The second WILD highlight was the establishment of a partnership between the Arkansas Game and Fish Commission and Ish Elementary School. "Partners in Education" is a program sponsored by the Department of Education and the Little Rock School District. It allows schools to enter into formal, contractual agreements with local support groups (businesses, agencies, etc.) to encourage volunteer services in public schools.

This partnership has done a great deal to open better communication lines between our agency and Ish Elementary. I meet almost every Monday with Belinda White, Ish's Environmental Education Specialist, to monitor WILD's progress and identify special needs. The greatest and most constant need, as you might suspect, has been additional support materials--films, wildlife publications, posters, magazines,



etc. You name it and we've probably sent it to Ish! All of this effort and cooperation is making quite a difference. The halls, rooms and walls of Ish are filled with exciting visual aids, and some of them are truly wild! In addition to the many wildlife posters, collages, and arts and crafts on display, Ish students enjoy such classroom critters as mice, rats, fish, snakes, tarantulas, and owls!

What do the students and teachers think about Project WILD at Ish Elementary School? Read the following answers to our questions and decide for yourself.

### STUDENT QUESTIONS/ANSWERS

Q: Do you know what Project WILD is? Explain.

A: *"Things to do that teach us about our environment."*

A: *"Teaches about our wild animals and the things around us."*

Q: Does Project WILD help you in other subjects? Explain.

A: *"Yes, graphing in math, and writing stories about animals and the environment."*

A: *"Helps us to study animals...count and think of different sizes of animals. We read more about animals and we write about the animals we study."*

Q: Do you enjoy learning about wildlife? Why?

A: *"Yes! We learn what animals are about."*

A: *"Yes! It's fun to learn about animals you like."*

A: *"Yes! Because they are part of our environment."*



### TEACHER QUESTIONS/ANSWERS

Q: Do you feel that Project WILD is helping students in other subjects (besides science)? How?

A: *"The children in my class are learning many new vocabulary words and what they mean, which is helping them with reading as well as science." Elaine Self, third grade.*

A: *"Yes, Project WILD activities also reinforce language arts, and math skills." Sarah Beatty, kindergarten.*

A: *"Yes, I use them as motivation for language arts and art." B. Moody, self-contained.*

A: *"It helps students express themselves, and by expressing themselves better, they develop better writing skills. The research my students do in Project WILD also increases their reading skills." Laura J. Smith, second grade.*

A: *"Yes. Project WILD activities provide objects and animals to serve as subjects for creative writing and writing across the curriculum." Yvonne Jackson, fourth grade.*

What does Ish Elementary principal, Lonnie S. Dean, think of her school that has gone WILD? She loves it because she's WILD too! She added the following about Project WILD:

*"Ish School's philosophy states that a sound basic program of instruction will be the right of every child attending Ish School. With this in mind, the staff uses all available resources to assure our students are achieving. Project WILD activities provide opportunities for our teachers to motivate students, and teaches them how to make intelligent decisions and to take constructive actions to conserve our wildlife and natural resources."*

From the perspective of an Environmental Education Specialist, Belinda White commented:

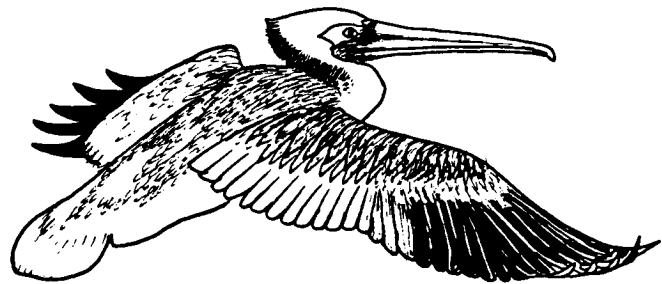
*"Since we have been using Project WILD as part of our curriculum, the students' interest and motivation in all subjects have been elevated to a degree of higher learning. Because our school's specialty is environmental education, the Project WILD activities are a major source in our curriculum. By using Project WILD as our base of teaching across the curriculum, we feel that we can enhance our kids' knowledge about nature and the universe so that they can be well prepared for tomorrow."*

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*Jerry deBin is the Project WILD Coordinator for the Arkansas Game and Fish Commission.*

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Thanks, Jerry, for this great WILD news!



## ***WILD Activity Ideas!***

Studying adaptations? Use these WILD activities!

*(Editors' Note: These are just a few of the WILD activities that could be used to study adaptations. Use these, or find some others!)*

- \* Stormy Weather
- \* Fashion a Fish or Adaptation Artistry
- \* Forest in a Jar
- \* The Thicket Game
- \* Muskox Maneuvers
- \* Blue Ribbon Niche
- \* Turtle Hurdles

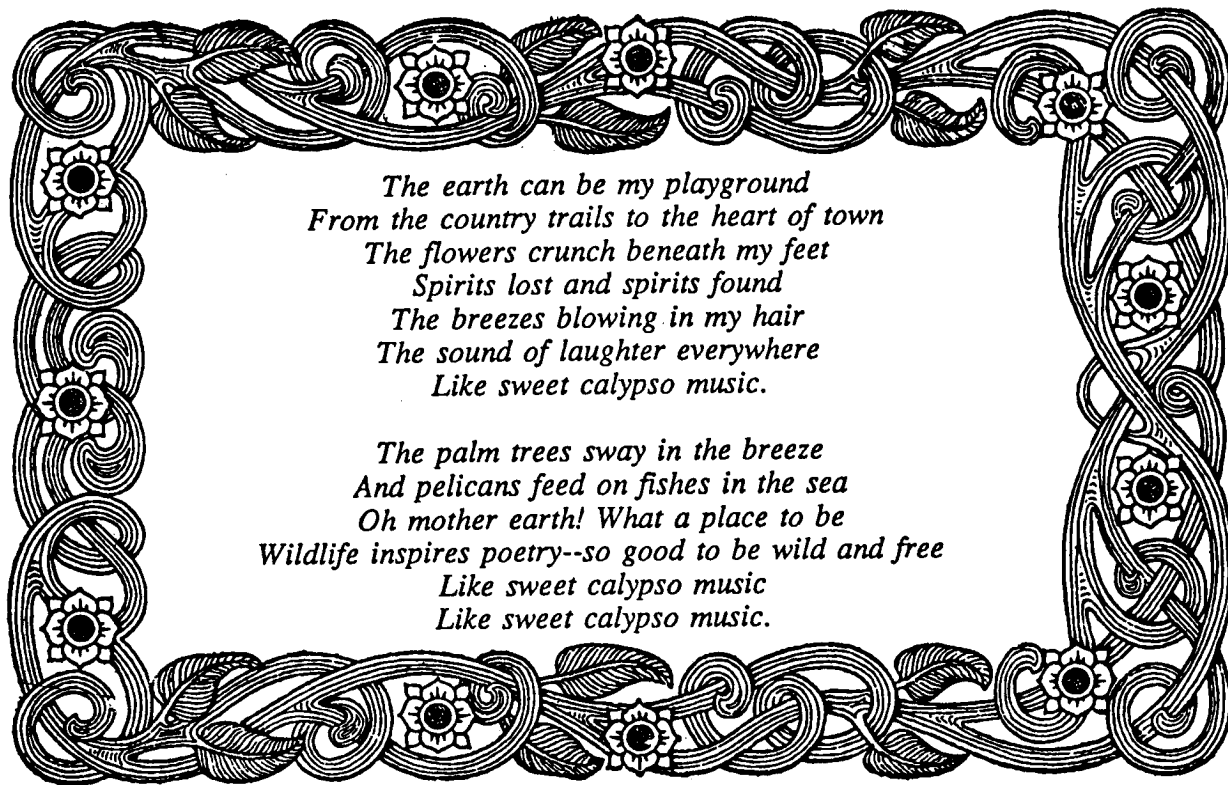
These activities are suggested in a WILD sequence, *"from awareness to responsible actions!"*

Oil spills are in the news--with devastating effects on people, wildlife, and whole ecosystems. Now is an especially appropriate time to look up the WILD activity, **No Water Off a Duck's Back**--and then do the activity with your students. If you already use the activity, terrific! It is relevant, useful, and important. It's also a powerful way to explore first hand the consequences of such accidents--and our human responsibilities for understanding and preventing, to the extent possible, their damaging effects.

# *WILD Island*

A Project WILD workshop was held in February on the island of St. Kitts in the Outer Antilles of the Caribbean. The three day workshop was facilitated by Bob Samples, Roy King, Dale Crider and Judy Breuggeman; held as part of the technical assistance activities of the U.S. Agency for International Development; and funded by Tropical Research and Development, Inc.

The lyrics of a group song were composed by the participants and set to a melody created by Dale Crider and Creighton Pencheon of St. Kitts.



*The earth can be my playground  
From the country trails to the heart of town  
The flowers crunch beneath my feet  
Spirits lost and spirits found  
The breezes blowing in my hair  
The sound of laughter everywhere  
Like sweet calypso music.*

*The palm trees sway in the breeze  
And pelicans feed on fishes in the sea  
Oh mother earth! What a place to be  
Wildlife inspires poetry--so good to be wild and free  
Like sweet calypso music  
Like sweet calypso music.*

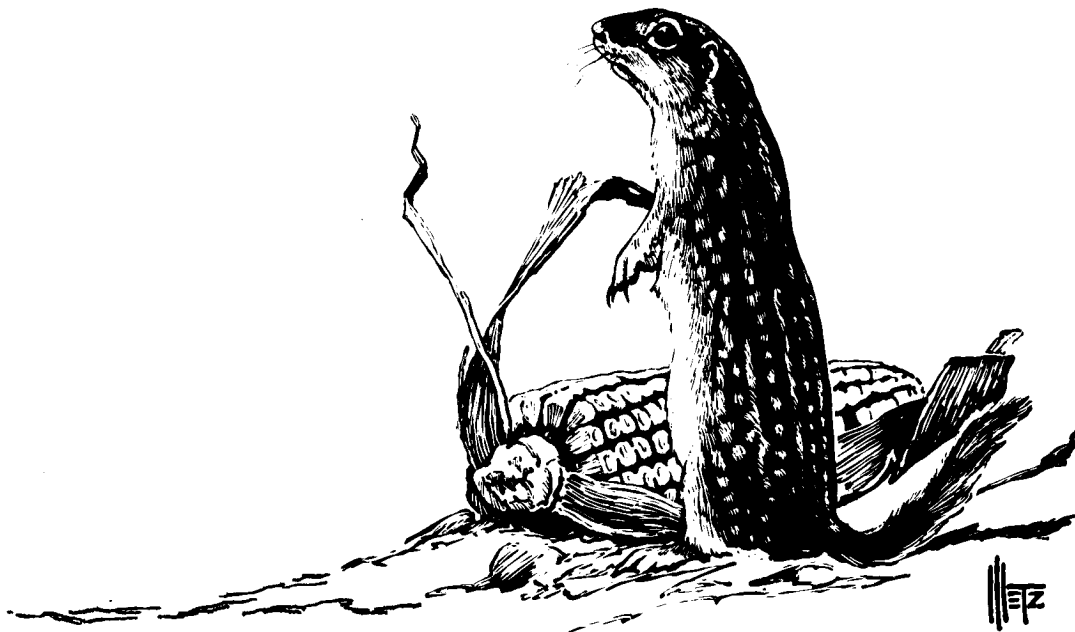
A few comments from workshop participants in St. Kitts:

*"This WILD workshop re-awakened me to one of my first loves--wildlife. It painfully brought out to me how urbanized I had become. I could not recall the names of local trees nor names of birds I grew up with. It also brought home to me the fact that ultimately we, as humans, are totally responsible for the welfare of the wildlife left on this island."*

*"Since (I was) a child I hated animals. They always seemed to rob my family of food. That is, they made individual shares smaller. Since I've grown, I want to accept them but still had that fear a little. Having listened to the team of teachers and participated in group activities with my fellow teachers, I'm beginning to develop an appreciation for animals. I think I'll begin to help conserve and preserve wildlife."*

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# Resources



**Keepers of the Earth** is a lovely book by Michael J. Caduto and Joseph Bruchac. This beautifully illustrated 209 page book features a collection of carefully chosen North American Indian stories with accompanying hands-on, multi-disciplinary environmental activities for children ages five through twelve. The book is divided into two parts. Part I offers thoughts and suggestions for facilitating the use of stories and activities. Part II is the heart of the book--using Native American Indian stories as an introduction to the subjects explored in the activities. A separate teacher's guide providing background on the nature of Indian myths and the specific cultures from which these stories come is also available. Covering themes of creation, fire, earth, wind and weather, water, sky, seasons, plants and animals, life, death and spirit, and unity of earth, the stories focus on the relationships between people and nature. Each story is followed by a summary, discussion and questions section, and interdisciplinary activities that facilitate a discovery of the environment and help children understand the influence they have on their surroundings. Chapters end with suggestions for extending the experience. "The ecological lessons of science and North American Indian stories show us how to care for the Earth. Through their combined knowledge we can help children to discover their own roles in maintaining this fragile balance for themselves and all living things in the generations to come." This book is available for \$18.95 plus tax and shipping by calling the publisher, Fulcrum Publishing Inc., toll free at 1-800-992-2908.

The Addison-Wesley Publishing Company has developed a supplementary booklet for teachers, entitled **Outdoor Education Guide for Teachers**. Included are strategies, activities, and blackline masters for developing an elementary outdoor education unit. Three Project WILD activities, "Seed Need," "How Many Bears Can Live in This Forest?," and "Deadly Links" have been adapted for inclusion in this booklet. It's available for \$15.00 from Addison-Wesley Publishing Company by calling toll free 1-800-447-2226.

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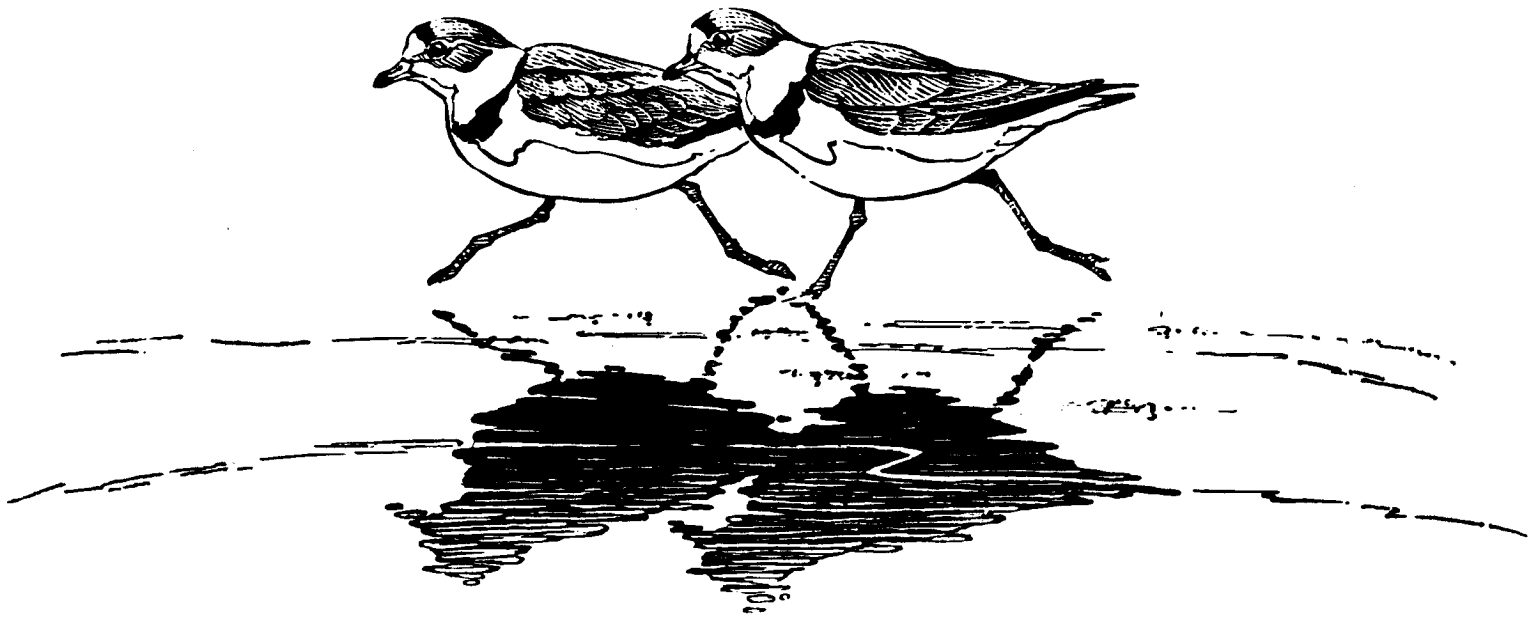
**The Usborne Book of Animal Facts** is by Anita Ganeri. This 48-page profusely illustrated paperback was designed for children. It contains hundreds of fascinating facts about the animal world. In it you can discover how slowly a sloth moves and which mammal has legs thinner than pencils. Maps and lists give summaries of the record-breakers of the animal world. Unusual facts are brought to life by amusing comparisons, realistic artwork and humorous cartoons. Published by Usborne Publishing Ltd., London, England, it is distributed in the USA by EDC Publications, 10302 E. 55th Place, Tulsa, OK 74146. It's available for \$4.95 at your local bookstore or you may call EDC at 918-622-4522 to order their catalog.

**The Unhuggables** are fascinating! "The truth about snakes, slugs, skunks, spiders, and other animals that are hard to love." All these animals and many more are discussed in this absorbing new book for youngsters ages 6 through 12. This book is an excellent resource for the Project WILD activities, "First Impressions" and "Saturday Morning Wildlife Watching." It's available for \$14.95 plus tax and shipping from the National Wildlife Federation. To order, call toll free 1-800-432-6564.

**Colors in the Wild** is a visual treat. A collection of more than 135 full-color nature photographs have been brought together in this elegant volume. After an introductory essay about the role of color in nature, each chapter focuses on one color, with captions accompanying the photographs to provide identification and interesting facts. It is published by the National Wildlife Federation, and available for \$21.95 plus tax and shipping. Call the National Wildlife Federation toll free at 1-800-432-6564 to order.

The Marine Resources Development Foundation is offering two summer sessions of **Marine Science in the Florida Keys** for middle and high school teachers of science. Session I is July 9-23; Session II is July 30-August 13. The sessions are scheduled to coordinate with the National Marine Educators Association Conference in Miami, July 24-28. The curriculum includes snorkeling, scuba or aquanaut training, marine archeology, biology of reef fishes, mangrove, coral reef, seagrass, and hardwood hammock ecologies, chemistry and ecology of a classroom aquarium, ornithology, biology and behavior of marine mammals ("swim with the dolphins"), water quality analysis, collection, identification and biology of marine plankton, astronomy, everglades hydrology, canoeing, sailing, a symposium on resources, and more. Full scholarships including meals and accommodations are available for 104 selected teachers. For applications and registration materials, call or write the Marine Resources Development Foundation, P.O. Box 787, Key Largo, FL 33037 (305) 451-1139.

**The Magic School Bus at the Waterworks** by Joanna Cole and published by Scholastic, Inc., New York is a perfect accompaniment to the Project WILD Aquatic activity, "Alice in Waterland." A 1987 Boston Globe-Horn Book Honor Book for Nonfiction, this wonderfully illustrated story of a class field trip through the water cycle is geared toward elementary level children. It provides an easy way to stretch the suggested grade levels of "Alice in Waterland" to include third and fourth graders. "...A model of surprising, inventive, accurate and very funny science writing."--The New York Times Book review. It's available from the publisher, Scholastic Inc., or at your local bookstore.



**More on Manatees!** Looking for "Mermaids and Manatees" to accompany the Aquatic Project WILD Activity? A manatee educational packet and information about manatee adoption programs is available free from Save the Manatee Club, 500 N. Maitland Ave., Suite 210, Maitland, FL 32751 (407) 539-0990.

**Owl Pellets** Three sizes of kits are available from the Nature Store, 15 West Bay Road, Osterville, MA 02655. (508) 428-2643.

**Bulk:** Minimum order of 15 pellets. \$1.15 per pellet, plus \$ .75 postage per 15 pellets.

**Classroom Kit:** includes 12 pellets, 2 large posters (food chain, bone chart), 6 smaller bone charts and a 16-page teacher booklet. \$25.00 plus \$1.50 postage.

**Individual Kit:** includes 3 pellets, forceps, magnifying lens and 16-page teacher booklet. \$9.50 plus \$ .75 postage.

**Endangered Species** A full color poster with photographs of 12 endangered plants and animals and a teacher activity brochure is available free from The Nature Conservancy, 1800 North Kent Street, Arlington, VA 22209.

**NatureScope** The newest issue of the National Wildlife Federation's NatureScope is entitled "Rain Forests--Tropical Treasures." NatureScope is a science and natural history activity series designed for people who work with children in grades K-7. This issue focuses on the problems and bright spots in the worldwide struggle to protect rainforests. Activities help students learn more about the rainforest ecosystem, and discover specific actions they can take to help protect them. The issue costs \$6.00 and is available by calling the National Wildlife Federation toll free at 1-800 432-6564.

# WILD Mystery!

The following elementary language arts activity is taken from New Jersey's Endangered Wildlife Awareness and Activity Package, part of the New Jersey Department of Environmental Protection Environmental Awareness and Education Program. Thanks to Miriam Dunne for sending it to us!

## DECODE THE MESSAGE

Each sentence below is a clue to a letter in the alphabet. Place the mystery letter at the end of each sentence to form a sentence about wildlife.

A letter that is in **is**, but not in **it**. \_\_\_\_\_

The letter that **bat** and **saw** share. \_\_\_\_\_

The letter that is upside down in a capital **A**. \_\_\_\_\_

The last letter in the word **June**. \_\_\_\_\_

**Ant**, **ape**, and **alligator** begin with this letter. \_\_\_\_\_

**Pop**, **apple**, and **pump** have two of these letters. \_\_\_\_\_

**Dove** doesn't have one, but **love** does. \_\_\_\_\_

The first letter of the alphabet. \_\_\_\_\_

**Cats** have it, **rats** don't. \_\_\_\_\_

**Ever** has two of these letters. \_\_\_\_\_

The letter that **gh** sounds like in the word **laugh**. \_\_\_\_\_

**Owl** has one and **book** has two of these letters. \_\_\_\_\_

The word **are** is this letter. \_\_\_\_\_

Put one **u** next to another **u** and you will have this letter. \_\_\_\_\_

The word **eye** is this letter. \_\_\_\_\_

There are two of these letters in **all**. \_\_\_\_\_

The letter that is in **bad**, but not in **bat**. \_\_\_\_\_

**Lick** has one, but **kick** has none. \_\_\_\_\_

This letter is also a word and comes before ... **love you**. \_\_\_\_\_

The letter that **ph** sounds like in the word **phone**. \_\_\_\_\_

The letter that **end** has, but **and** does not. \_\_\_\_\_

Answer: Save a place for wildlife.



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# project WILD

P.O. Box 18060, Boulder, Colorado 80308-8060

(303) 444-2390



## **Habitrends Editors/Authors**

Cheryl Charles, Judy Dawson

## **Design and Production**

Judy Dawson, Cheryl Charles, Bob Samples

## **Art**

Scratchboard Art by Dan Metz, contributed by the Minnesota Department of Natural Resources; other sketches by Bob Samples or public domain art.

Project WILD was originally conceived and developed by the Western Regional Environmental Education Council (WREEC) and the Western Association of Fish and Wildlife Agencies (WAFWA). Its availability is now sponsored in the United States by 47 states and six national or international organizations, with additional support from a wide variety of individuals, groups, and organizations.

## **Project WILD Steering Committee**

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*Northern Illinois University*

Milton McClaren

*Simon Fraser University, British Columbia*

## **Project Staff**

Cheryl Charles, Director

Judy Dawson, Executive Assistant

Claudia Van Wie, Administrative Assistant