



DESCRIPTION

In this lesson students will discover that people affect the environment everywhere, everyday. They will search for things that contribute to or reduce environmental problems while traveling to the zoo, while at the zoo, and traveling home.

OBJECTIVE:

Learners will-
identify aids, hindrances, and solutions to environmental conservation.

SETTING THE STAGE:

Ask students to name some common environmental problems and list the answers on the board, if possible.

Ask if they can guess what factors may be creating one of the listed environmental problems.

Discuss some solutions to change the factors creating the selected environmental problem.

Have students list some problems, factors, or solutions they might be seeing on the bus ride or at the zoo (e.g.- cars with only one person).

CUB-LEVEL ACTIVITY:

Do activity as a class project, verbally, or divide class into groups and have each group do as a written activity.

Allow class or groups to find five environmental items. The item can be an environmental problem (e.g.- smog or haze), a factor leading to an environmental problem (e.g.-litter), or a solution (e.g.-people carpooling).

Have students name each item as a problem, factor, or solution.

TIGER-LEVEL ACTIVITY:

Same as Cub-Level activity.

Have students list the other two portions of the item they found (e.g.- if they found a solution, they should name the problem and factors related to the solution).

Have students choose one of the items they found on the trip to the zoo, and have them find one interesting fact about it. (e.g.- is the problem worsening, is the solution helping, are there other factors contributing to the problem)?

CLOSURE:

Encourage students to evaluate their actions each day and determine if the actions are factors, solutions, or both!

MATERIALS:

CUB: Paper, writing utensils

TIGER: Paper, writing utensils, resource materials or people

ZOO ACTIVITY

