**Environmental Education Activity Guidelines (10% of final grade)**

5% for write-up, 5% for in-class presentation

BIO 408/508L

• Choose, adapt, or create a place-based environmental education (EE) activity designed to be delivered to students in the field after they have collected Monthly Monitoring data. Activities can be chosen from the Bosque Education Guide (or another environmental education source, e.g., online, NatureScope, Hands-On Nature, Project WILD) to present to your classmates. Please note that you do not get bonus points for creating this activity from scratch so please cite ANY sources that contribute to your activity.

• Your activity should be a maximum of 10 minutes long. This is not a lot of time to explain and contextualize your activity and have students engage in what you have designed. Time is often limited in the field, so activities adapted from outside sources may need to be altered/shortened accordingly.

• The activity should increase the participants’ understanding and/or appreciation of the local bosque ecosystem, thereby enriching their experience with BEMP.

• We strongly encourage you to bring this activity (or another) to your K-12 class to fulfill some of your Service Learning Hours (SLH = actual presentation time x 2).

**WRITTEN ASSIGNMENT:**

• Write a 1-2 page paper briefly describing:

1) **Title** – What is your environmental education activity?

2) **Objectives** -What is the purpose of your activity? What **CORE SCIENTIFIC CONCEPT** do you hope to reinforce? (e.g., scientific process; organization and systems; variation, change, and diversity; scale)

3) **Audience**- What grade level(s) is this activity designed for?

4) **Materials Needed** – Does your activity require materials? Keeping in mind that this is a PLACE-BASED ACTIVTY, are these materials to be brought into the field or are they things that can be gathered on site? Make sure your activity allows for any time needed to gather materials.

5) **Introduction** – Write how you will introduce the activity in the field. Make sure to include your core scientific concept.

6) **Activity** – Describe the activity and what kind of oral instructions students will be given.

7) **Conclusion**- Give a “wrap-up” that you will deliver once the activity is complete.

8) **References** – where did this idea come from? Cite ALL sources.

9) **Evaluation** – Use the NAAEE EE guidelines (page 9; handout) to explain how you will

make your activity relatable and reach diverse audiences. Which guidelines and subheadings does your activity meet? Pick 6 subheadings from at least 3 different guidelines. *How* does your activity meet the guidelines (or how did you shift the activity to meet the guideline)?

**PRESENTATION:**

Your activity will be delivered to your peers in class. Your presentation grade will be based upon:

* Did the presenter introduce themselves?
* Was the core scientific concept clearly presented?
* Does the activity contribute to a better understanding of the core scientific concept and/or the ecosystem?
* Is the activity fun and engaging?
* Is the activity age-appropriate?
* Is the activity appropriate for the 10-minute time constraint?
* Is the presentation clearly and professionally delivered?