

# How to Use This Guide

This activity guide is divided into five units. Each unit contains individual lesson plans.

Each activity has a materials list, a rationale, objectives, and procedures for each activity. At the end of each lesson, a shaded box lists the correlations to National Science Standards and to the Arkansas Frameworks.

Activities also contain teacher pages—indicated by the **Teacher Page** graphic

And student pages —indicated by



These are pages which are intended to be reproduced and used as part of the activity.

## The Great Outdoors

Hopefully your study of natural diversity can include some time outdoors. Whether your students visit one of our state's natural areas, a city or state park, or simply explore the school grounds, the outdoors serves as a wonderful backdrop for many of these lessons, as well as lessons on stewardship.

Stewardship—the individual's responsibility to manage his life and property with proper regards to the rights of others.

## Going Outdoors

Some students may need help to overcome their initial attitudes about outside and inside behavior. In most instructional settings, children are taught that inside is for restrained activity and quiet conversational tones of voice. Outside is for large muscle exercise and loud vocal exclamations. Students go outside for recess, sports, and P.E.

In preparation for an outside fieldtrip, compare visiting the outdoors to visiting a person's home. Discuss how they would feel if someone came into their home without knocking, helped themselves to food without asking, or broke toys and games because they did not understand their intended use. Introduce the idea that they will see things that they may not understand or may not even like, but that does not mean these things are useless or can be destroyed.

No one should have to be intimidated by the size and complexity of the outdoors. Everything out there does have a name, but triple doctorates in Botany, Zoology, and Ecology are not necessary to teach some of the basic concepts. It is perfectly acceptable to say "I don't know" when asked "What is that?". An even better answer might be "I don't know, but I wonder why it is here?" One aspect of nature study that excites children is the fact that not all the answers are readily apparent and there are still some things left to be discovered.