

NATURE HIKE

Lesson By: Zach Deckard

Grade Level: 2

Focus: This activity is intended to introduce the kids to the various natural areas at Camp Adventure and help them learn how to identify insects, how to build a nest, and give them an introduction to predator/prey relationships.

Objectives:

1. Students will be familiar with how to locate, observe, describe, draw, and later identify an insect in the wild.
2. Students will gain an appreciation for the skill of nest making birds.
3. Students will understand basic predator / prey interaction and be able to discuss the different tactics used by each.

Standards:

SC 2.4.1 2000

Observe and identify different external features of plants and animals and describe how these features help them live in different environments.

SC 2.4.2 2000

Observe that and describe how animals may use plants, or even other animals, for shelter and nesting.

SC 2.4.5 2000

Recognize and explain that materials in nature, such as grass, twigs, sticks, and leaves, can be recycled and used again, sometimes in different forms, such as in birds' nests.

Materials:

1. Paper
2. Pencils
3. Identification Guides (provided at Camp Adventure)
4. Small bell
5. Blindfold

Procedure: (1 Hour Total):

Part 1 [15 Minutes]

1. Gather students and helpers in the classroom or at the picnic tables outside.
2. Briefly explain the basic plan for the hike to orient everyone, mentioning the four areas that will be visited and the kind of activity that will take place at each. Then each helper should be assigned a proportional number of kids which he/she will be in charge of helping and supervising.
3. After this is accomplished, begin the hike and walk to the Low Area.
4. Once the group has arrived, have the helpers distribute paper and pencils their kids.
5. Instruct the kids to each find a bug and do their best to draw the bug on their paper/

6. Explain that they will later be trying to identify these bugs so they should include as much detail as possible. Have helpers stay close by to help the students and to make sure nothing bad happens.
7. If students finish early, helpers should keep them gathered and have them show each other their pictures within the group.
8. When all are finished, have the students keep their pencils and paper and lead them to the next stop, which is the Pond and Creek Area

Part 2 [10 Minutes]

9. The students have already used their artistic skills to help them record an insect in the wild. Now have the students try to use their words to describe an insect that they see.
10. Tell them to use as much detail as possible in order to help them try to locate their insect in an identification guide (this will be done in the classroom at the end of the hike). Again, helpers should be nearby to supervise and assist the students.
11. Once the students are finished, have the helpers collect the papers and pencils from the students before moving on to the next location.
12. As you walk to the next location ask the students what they know about bird nests and what they are made of. Explain to them that birds make nests out of many things – even things we call trash. Have them begin looking in the trees for nests as you near the woods area.

Part 3 [10 Minutes]

13. When you arrive in the woods, if a nest has not already been spotted, have the groups explore in the area to find one. Have them observe (without disturbing it) what kind of materials have been used to make the nest.
14. If no nests are available there are bird nests available in the education center.
15. Ask the students to name them as they see them. Next, have the students try to find these kinds of materials in the area and try their best to create a rough nest.
16. If so inclined you could have them try to weave the materials together with just two fingers to simulate the limited dexterity of the bird's beak. Be sure to tell the students that if they are having trouble building the nest, not to be discouraged. Building a nest is difficult and the point of the exercise is to show how skilled and industrious birds can be.
17. Next, lead the kids to the Open Field Area.

Part 4 [10 Minutes]

18. In the Open Field, have students and helpers gather in a circle. Ask for a volunteer (helper or student) to be a predator.
19. Place the predator on the inside of the circle and blindfold them. Next ask for four volunteers to be prey.
20. Place them in the circle at random points. When you say start, the predator should use whatever senses he/she can to find and tag a prey without removing the blindfold.
21. When a predator has caught two or more prey have them pass the blindfold off to someone else and they may either stand in the circle or become prey. Tell the students to observe the tactics used by the person playing predator to catch prey, and those used by prey to avoid capture.

22. When the game is finished, hike back to the classroom to discuss the hike. Along the way, you should ask students if they can think of any other examples of predator and prey interactions and what tactics are used by those organisms.

Part 5 [15 Minutes]

23. When the hike has concluded, have the students and helpers return to the classroom. Allow them to get a drink of water if necessary. In the groups assigned at the beginning of the hike; use the identification guides, the pictures, and descriptions to try and identify as many of the students insects as possible.

Evaluation:

1. Helpers and instructors will evaluate by observing if the students are participating in the various activities
2. Drawings of the insect will be collected to see if much detail was put into the pictures
3. Helpers and instructors will listen to comments and see if the students are participating in the discussions.