

# Lesson Plan

## Overcoming Obstacles in Nature Conservation

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### Designed For Science

### Can Also Be Use For

Advisory

Social Studies

### ETHICAL SKILL: Perseverance

### ETHICAL SUB-SKILL 2: Overcoming obstacles & discouragement

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#### *Level 1*

#### **Immersion in Examples and Opportunities (Attend to the big picture, Learn to recognize basic patterns)**

Show students a video on the eruption of Mt. St. Helens. Show examples of flora and fauna before, immediately after, and at various points since the eruption. Talk about not only the plants and animals but also the impact on humans and their resources and livelihood.

*Assessment: Journal Question: What examples have your observed (either personally or in nature) of overcoming obstacles. Describe the obstacle and what steps or actions were taken to overcome the obstacle.*

#### *Level 2*

#### **Attention to Facts and Skills (Focus on detail and prototypical examples, Build knowledge)**

a. Talk about working in groups (give examples of reasons for and types of small groups) and list the different kinds of obstacles that can get in the way of group success. Brainstorm solutions. Depending on whether this is the first small group assignment or not, either develop or revisit a "code of group participation" and "group mission statement".

b. Students can research, using the web and library, recovery in the area of Mt. St. Helens. They may work in small groups to focus in on a particular area, organism, or

organization. They will need to consider the various obstacles to overcome (example - lack of water, food, protection from the elements, adaptations).

*Assessment: The students will present their findings using small group presentations with a visual aid or handout.*

c. Invite a speaker from one of the local chapters of Ducks Unlimited or Fairmont Lakes Association to talk about various conservations efforts and the obstacles they had to overcome to achieve success.

### ***Level 3***

#### **Practice Procedures (Set goals, Plan steps of problem solving, Practice skills)**

Brainstorm and then select a local conservation obstacle to overcome. Examples might be lack of safe habitat areas (wood duck houses), pollution in local lakes, low oxygen in local lakes, etc. Seek expert help if needed.

Brainstorm and then select a practical and do-able solution to chosen problem.

Develop plan and come up with contingency plans if necessary.

*Assessment: Conservation Plan Worksheet (below)*

Describe the conservation plan that you and your classmates developed.

List (in order) the steps you will need to take to help your class successfully complete this plan.

Is there any part of the plan that you have concerns about your ability to complete? If so please describe your concerns. If you run into problems (obstacles) when carrying out the steps listed above, what can you do to overcome the obstacle(s)?

### ***Level 4***

#### **Integrate Knowledge and Procedures (Execute plans, Solve problems)**

Carry out plan. Follow up with discussion and journaling on the process and outcome of the conservation act.