



INTRODUCTION

1. Review the trip to Ballona Discovery Park.
 - a. What did you see? Hear? Touch?
 - b. Did you find the 4 things needed for plants and animals to survive? Air, Food/Light, Water, Shelter
 - c. Did you have fun visiting the different habitats (Nature Neighborhoods)?
2. Today we are going to talk about how we can be good nature neighbors.

BODY

1. Read *The Unexpected (Not-So-Nice) Visitor*
 - a. Utilize the questions at the end of the story to discuss how the giant ground squirrel was not a very respectful visitor
 - i. Was the giant ground squirrel a good visitor to the house? What did the giant ground squirrel do that was not very nice/polite?
 1. Broke the front door
 2. Broke the TV
 3. Ate the pizza and food in the kitchen
 4. Left trash and a mess in the home
 5. Scared the main character
 - ii. Do you think the giant ground squirrel meant to be a bad visitor?
 1. He just wanted to play
 2. Maybe he didn't know how to be a good visitor
 3. The giant ground squirrel was not very respectful to the house or main character even if he didn't mean to scary or messy.
 - iii. When we visit someone's house, should we be polite and respectful? What if it is the house of an animal?
 1. We should be good visitors to anyone's house
 - iv. How can we be good visitors when we visit nature, where plants and animals live?
 1. We should visit our nature friends often! This can be in yards, school playgrounds, parks, and wildlands. Nature is everywhere!
 2. We can be respectful of animals' homes by not hurting them (ex: sticking hands or sticks into burrows [burrows in the ground], touching bird nests, stepping on ant mounds, etc.)
 3. We can be respectful of plants and animals homes by not leaving trash.
 4. We can be sure to not take nature food from animals. Not picking flowers (food for birds, bees, and butterflies) or collecting acorns (food for squirrels, deer, etc.). For animals that we can provide food for, we make sure it is good for the animals (bird feeders and hummingbird feeders but not feeding bread to ducks or leaving pet food out for racoons or coyotes).
 5. We can be sure to make animals happy and not scared by keeping a safe distance when we see wildlife. We don't pick up wildlife.
 - b. Use the bad example of the giant ground squirrel to prompt discussion about how humans can sometimes be bad visitors to nature (the home of plants and animals)
2. When we visit nature, like at Ballona Discovery Park, do you think you can be a good visitor and neighbor there?
3. Find a partner sitting next to you to pair-share how do you think we can be good nature neighbors? *After a few minutes, call on pairs to share their ideas and write on the board. Take a photo of the list to document for assessment.*
 - a. Don't litter
 - b. Reduce, reuse, recycle
 - c. Conserve water

NEEDS OF LIVING THINGS

Classroom
30-45 minutes

Learning Target(s):

Students will be able to identify ways to reduce human impacts on nature.

Measurable Objective(s):

By end of lesson, 80% of students demonstrate understanding of how to reduce their impact on nature when exploring.

Interpretive Thought(s):

Habitats are like nature neighborhoods.

Materials:

Good Nature Neighbor Worksheet, Crayons

Supports NGSS:

K-ESS3-3

- d. Don't pick flowers
- e. Don't touch wildlife
- f. Stay on the trail
4. Why do you think we should be a good nature neighbor?
 - a. To be nice to plants/animals
 - b. To help and not hurt plants/animals
 - c. To protect the habitat for others to enjoy
5. We are going to show how we can choose to impact nature when we explore by completing a worksheet
 - a. Circle what you should do to be a good nature neighbor.
 - b. Cross out what you should not do when you explore nature.
6. Pass out the worksheet and assist students with reasons why an action should or should not be done
7. Collect handouts when done for FBW assessment.
8. Alternative Activity: Instead of a worksheet, if time permits, students can form small groups and create a skit about a way they can be a good nature neighbor. As needed, assign a skit idea to each small group.

CONCLUSION

1. You did a great job showing how you'll be a good nature neighbor!
2. Whether you are at home or in nature, you can always find a way to be a good nature neighbor.

WORKSHEET RUBRIC

Supporting NGSS K-ESS3-3:
Communicate solutions that will reduce the impact of humans on
the land, water, air, and/or other living things in the local environment.

| | Improvement 1 | Approaching 2 | Meets 3 | Exceeds 4 |
|--------------------|---|--|---|--|
| Objective 1 | Does not identify how to reduce their impact on nature when exploring | Partially identified how to reduce their impact on nature when exploring | Identified of how to reduce their impact on nature when exploring | Mastered identification of how to reduce their impact on nature when exploring |
| Example(s) | <i>Did not identify any of the correct SHOULD/SHOULD NOT items</i> | <i>Correctly identified at least 3 of the SHOULD/SHOULD NOT items</i> | <i>Correctly identified at least 6 of the SHOULD/SHOULD NOT items</i> | <i>Correctly identified all 9 SHOULD/SHOULD NOT items</i> |