

WE MAY BE SMALL BUT TOGETHER WE ARE BIG

K-1ST GRADE
SCIENCE, ART, SOCIAL STUDIES

Learning Goals: Students are aware of the major threats facing wildlife in Madagascar and in their community and can identify solutions.

Students will be able to:

- Identify at least 2 threats facing lemurs
- Connect with at least 2 positive conservation actions that will help address these threats
- Learn how their actions can help wildlife
- Use a variety of art materials to illustrate conservation actions
- Pledge to take action to help protect lemurs and local wildlife

LESSON DESCRIPTION

Students learn that, like Bitika the mouse lemur, the actions of even the smallest individual make a big difference—especially if we all work together. Students identify positive actions they can take to help lemurs and local wildlife. They then paint or draw one of their actions on a square of Bristol Board. When hung together, the squares create a giant conservation action mural.

Materials needed:

- Large blank wall in room or hallway to hang wildlife hero mural
- Wildlife Hero Checklist
- Tempera or crayon
- Bristol Board 10 X 10 sheets (1 sheet per student) or other heavy, high quality paper used for art, technical drawings and illustrations that provides a stiff, strong surface to work on without the need for mounting

1 HOUR

MAKING A DIFFERENCE FOR LEMURS

ACTIVITY

1. Read *Bitika the Mouse Lemur* to the students.
2. As a class, discuss how Bitika felt and acted during the story. Pose the following questions: What does it mean to feel small? How did Bitika's feelings change during the story? Why did they change? How can someone feel big when they are physically small? Explain that like Bitika's actions, our actions, even the smallest, can make a difference for wildlife.

FOR BACKGROUND INFORMATION SEE:

MAKING A DIFFERENCE FOR LEMURS



FEATURED BOOK:
BITIKA THE MOUSE LEMUR

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3. Distribute the Wildlife Hero Checklist, along with crayons or markers. Use the checklist to guide a class discussion. What actions are featured on the list? How could these actions help plants and animals in Madagascar and your community? Which of these actions do students already do? What actions do you think you might be able to start? Ask students to mark or circle at least one or two of the actions they are already taking or would like to take to help the wildlife in Madagascar and in their community. Discuss ways that students could also work together as a class to help wildlife.
4. Tell the students that together they are going to create a wildlife hero mural. Ask each student to select one wildlife hero action (either selected from the list or discussed as a class) that they will illustrate on a piece of paper. When all of the pictures are fitted together they will create one giant mural. By piecing each picture together it will show that when combined, small actions can make a huge difference for wildlife.
5. Distribute the Bristol Board (one sheet per student) and art supplies. Students should draw, paint and label their action on their sheet of Bristol Board.
6. Once the action illustrations are completed they can be hung together to create a giant wildlife hero mural. Be sure to add a message or title such as “Be a Wildlife Hero: Together we can make a BIG Difference.”

WRAP-UP

After completing the activity, lead a wrap-up discussion using the following statements and questions:

- What are some of the threats facing plants and animals in Madagascar or in your community? Refer to the wildlife hero

ANALYTICAL WRITING

Nature needs to be protected.
What can you do to protect
nature?

MAKING A DIFFERENCE FOR LEMURS

checklist and background information for possible responses. Connect the threats discussed to at least two positive actions that students could take to help wildlife. The emphasis should be on inspiring and empowering students to make a positive difference.

- Ask: Why do you think it is important for people to protect wildlife and natural habitats? This is an open ended question and all responses are acceptable.
- Review the actions pictured on the mural. Remove two or three of the pictures from the mural. How would the absence of these actions impact wildlife? Answers will vary based on the actions that are removed but all will have a negative impact on wildlife.
- Remind students that every individual plays a role in protecting wildlife and that every action is important. Which wildlife-friendly actions do you think would be easiest to complete?
- Which wildlife-friendly actions would be more difficult to complete? What changes could make completing these actions easier? Actions that are limited by time, space or money may be the most difficult to complete, so encourage students to think creatively when problem-solving these challenges. For example, planting a tree may not be an option if students do not have a yard. However, growing flowers in a porch planter or window box achieves a similar goal.

OUTDOOR EXTENSION

Like the wildlife in Madagascar, the wildlife in your community depends on healthy habitats too. Explain that habitats everywhere need our help. Then take students outside to clean up a habitat near their school. Be sure students are appropriately dressed for the outdoors. They should wear gloves while picking up litter and avoid picking up sharp objects. Instead they should tell a teacher or adult staff member if they find something sharp such as broken glass. For a larger project, have students help transform a lawn of grass to habitat better suited for wildlife, for example by creating a butterfly garden or planting native flowering plants or shrubs.

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To continue the outdoor extension, research recycling facilities in your area. Instruct students to separate the litter into recyclables and non-recyclables. You can also try composting food waste for a school garden. Weigh the total amount of materials collected. Then, if applicable, weigh the recyclables and non-recyclables separately and compare. Discuss students' findings. Start a class campaign and spread the word about keeping habitats healthy worldwide!

EVALUATION

As a class, have students perform a skit, create a song or invent a dance that describes some of the challenges facing wildlife in Madagascar or in your community.

THIS ACTIVITY MEETS THE FOLLOWING NATIONAL AND FLORIDA EDUCATION STANDARDS

FLORIDA STATE STANDARDS

Kindergarten Science	Kindergarten Visual Arts	Kindergarten Social Studies	1st Grade Science	1st Grade Visual Arts	1st Grade Social Studies
SC.K.L.14.2	VA.K.F.3.1	SS.K.C.2.1	SC.1.L.17.1	VA.1.C.1.1	SS.1.C.2.3
SC.K.N.1.3	VA.K.H.3.1		SC.1.N.1.1	VA.1.H.3.1	SS.1.C.2.4
SC.K.N.1.4				VA.1.F.3.1	

NATIONAL SCIENCE STANDARDS

Kindergarten and 1st Grade
Organisms and environments
Changes in environments

NEXT GENERATION NATIONAL SCIENCE STANDARDS

Kindergarten: Interdependent Relationships in Ecosystems: K-ESS3-3

MAKING A DIFFERENCE FOR LEMURS

WILDLIFE HERO CHECKLIST

Pledge to help lemurs and local wildlife by completing one or more of the actions below.

Remember, every LITTLE action you take makes a BIG difference.

- Use a reusable water bottle instead of drinking bottled water
- Recycle glass, plastic, aluminum and paper at home and at school
- Pick up litter around your school and neighborhood
- Read a book about wildlife and identify the animals you see outside everyday
- Tell your family and friends why lemurs are important and need protection
- Spend a morning watching wildlife outside and record or draw your observations
- Use reusable canvas bags when shopping instead of paper or plastic
- Visit an AZA accredited zoo with your family or class and learn what they are doing to help lemurs in Madagascar
- Plant a butterfly (or wildlife) garden at school or at your home
- Hang a birdhouse or add a birdbath to your backyard
- Raise money in your community to help lemurs in the wild
- Be an electricity guard and turn off lights and appliances when not in use
- Take the bus, walk, or ride a bike to school instead of getting a ride from your parents
- Visit the Lemur Conservation Foundation website (www.lemurreserve.org) and learn about other ways you can help lemurs