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<p><b>Description:</b> Students develop a ‘habitat restoration ethic’ and learn about the tools and practice of a scientific restoration study by looking at and discussing various relevant objects. This activity is to be implemented prior to visiting restoration site.</p>	<p><b>Vocabulary</b>  <b>Ecological restoration:</b> <i>the practice of recreating historical plant communities and vegetation processes; the act of creating a plant community in which native species and bio-geographic processes predominate in all layers</i>  <b>Ethic:</b> <i>the discipline dealing with what is good and bad; the principles of conduct that govern an individual or a group; a guiding philosophy</i></p>
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Students understand that ecological restoration requires ethical considerations.</li> <li>• Students gain knowledge about appropriate behavior to use while doing field investigations and activities.</li> </ul>	
<p><b>Print Materials:</b></p> <ul style="list-style-type: none"> <li>• ‘How-to-do Activity: Restoration Bag Objects’</li> </ul> <p><b>Kit Materials:</b></p> <ul style="list-style-type: none"> <li>• ‘Restoration Bag Objects’ (derived from ‘How-to-do Activity’)</li> <li>• Foam core clipboards: 1 per student</li> </ul> <p><b>Teacher Supplied:</b></p> <ul style="list-style-type: none"> <li>• Drawing board or tablet; markers</li> <li>• Student journal or paper and pencil: 1 per student</li> </ul>	<p><b>Washington State EALRs</b>  <b>Geography 3.1.1a</b> Identify choices individuals have in how they interact with the environment.  <b>Civics 2.2.1</b> Explain the purpose of rules and laws. <b>3.2.1a</b> Provide examples of conflict, cooperation, and interdependence among individuals and groups. <b>4.1.1a</b> Identify individual rights and the responsibilities they imply and the importance of respecting the rights of others.</p>

**Before activity:** Choose a restoration site or habitat area that will serve as a basis for plot studies. Contact your local park district for information regarding restoration projects in your area, or consider using a natural area on your school grounds. Students should have basic knowledge about their restoration site (history, project goals). This is usually available through the community stewardship group and local parks department education outreach materials (kiosks, websites, brochures).

**Activity:**

- In the classroom or outdoors, prior to entering the habitat area discuss, “What is restoration?” Discuss and state that, “Ecological restoration is a relatively new science that started in the early part of the last century and is still developing. Components of restoration science include: study, research, data collection, site planning, human interactions, sharing of knowledge, management of non-native species, plant procurement, planting, maintenance and monitoring activities.”
- Ask, “What are ethics? How might restoration and ethics be related?” Discuss and state that, “There is a scientific ethic, or principles of conduct, for restoration. Knowledge and techniques related to restoration science are still evolving and often involve ethical and philosophical considerations. For example: Are non-native species ‘bad’? What is the impact on wildlife while doing research and monitoring? How should humans use and care for public lands? How important is maintaining genetic diversity when purchasing plants?” These questions can serve as a basis for further research.
- Show ‘Restoration Bag Objects’ one by one (see ‘How-to-do Activity’). Ask students how they think each object represents a subject related to good restoration ethics (refer to ‘How-to-do Activity’ for possible relationships). Use a drawing board to write down major points as students bring them up.
- “What will our ethics be while we work on this project?” Discuss and record general suggestions.
- In their journals or on paper, ask students to write a personal version of a ‘Habitat Restoration Code of Ethics’. Compile a master list from student versions. This list should include codes of conduct, and ethical considerations while doing restoration.
- Conclusion: Using the master list, create a ‘Restoration Code of Ethics’ that students will agree to adhere to individually, and as a group.

**Extension:**

- Create an artistic poster-size class version of a ‘Restoration Code of Ethics’ and sign as a group.
- Students write about the different ethical considerations and/or debate a particular issue from different perspectives to stimulate discussion and critical thinking. Suggested topics include: human interactions in public parks (such as off-leash dogs, off-trail use, fireworks, teen parties, vandalism, harvesting), plants (species selection, genetic purity, plant sources), management strategies (trail building, protective fencing, interpretive signs, removal techniques for non-native invasive plants and wildlife), and long-term goals (integration with master plans, other park uses, wildlife vs. human use). Students can find out more about these topics through on-line research, interviews with restoration specialists and publications.