Schoolyard Habitat  
Week 1 - class outline

Introduction:  
Why are students interested in schoolyard habitat project?  
(Note: this is not the time to give an overview of the project to date, that will come at the end to allow brainstorming, creative thinking etc)  
Who are the adults involved? (Kate, Heidi, Sheila, Wayne)  
Student resources:  
Hand out student research books. Clarify that these are to be treated like textbooks, not notebooks. 
Show library of books

Discussion: Definitions 1  
What is wildlife? Webster: living things that are neither human nor domesticated  
Discuss: What are different kinds of wildlife? (include insects, birds, amphibians, reptiles etc.)  
What is wildlife habitat? Habitat- Webster: a place or type of site where a plant or animal naturally or normally lives and grows.  
What are the key components of "Habitat"? (food, water, shelter, space)  
Note: Discuss space more in depth: analogy two story building, adds space how? How does that equate to wildlife habitat? (rocks add space by providing two layers; branches/shrubs add space, etc.)

Activity 1:  
Description: Students will break into teams of two or three. Each team will be given cards, one each, of each component of habitat and will lay them out in front of them on their desk. Students will be shown objects that relate to habitat, such as berries, nests, branches, photos of streams, cones, etc. and will pull cards that apply to the object. After each object students will explain why the object satisfies each habitat component. Students will be encouraged to stretch their imagination in this process, looking for more than one component. Some objects will satisfy more than one component (a pond provides water, and space and shelter for fish or frogs (tadpoles) and theoretically food, for others such as raccoon or duck, salmonberry brambles provide food, shelter and space, etc) Allow for discussion on this. Results may be recorded for a 'winner', or that may take place without comment during each round.  
Habitat objects: display objects and laminated photos. Students will individually (or in teams) pull habitat components tokens for each object. After each object students will orally explain why.

Discussion: Definitions 2  
'Native' Wildlife and Plants Native in Washington means wildlife or plants that were here before 1700, 300 years ago.  
'Introduced' Animals and plants brought here after 1700.  
Discussion: how/why? Brought from homelands by settlers, accidentally on ships (Norway rat), ship ballast with seeds. Examples: dandelion, foxglove, blackberry, apples, holly, etc) Note: I have found recent early settler diary accounts talking about happily planting hundreds of blackberry plants that day.)  
Noxious or invasive: generally plants that are either toxic to domesticated animals or humans, or grow in dense colonies suffocating the existing native plants.  
Discussion: why are they harmful for habitat? Examples? (Himalayan blackberry, Scott's broom, Purple Loosestrife, Reed Canary Grass, Giant Hogweed)  
Wildlife plants: non native plants that are not invasive or noxious and which provide food for wildlife (English hawthorne, European Mountain Ash)

Discussion: Why are native plants preferred in wildlife habitats? Are all non native plants bad? Do blackberries provide habitat? Why would we remove them? Would it be good to remove all non native plants if it means taking out all the plants? Are some non native plants good to leave? (open ended discussion, write down thoughts, name people who contributed (oral assessment).