

LESSON 10: WALK TO SCHOOL

Duration: Two 45-minute class periods

Day One—The Walk (*one – 45-minute class period*)

Objectives:

Identify exotic invasive species in the local/neighborhood landscape.

Prepare in advance:

- Copy Handout 1 (Exotic Invasive Plants in My Neighborhood: Individual Student Tally Sheet), cut in half to make one for each student
- Overhead transparency of Handout 1

Materials:

- overhead projector
- overhead marker
- lab/field notebooks
- glue sticks
- pen/pencil

Description:

Students use their knowledge of exotic invasive species plants and their field notebooks with plant descriptions to identify and tally exotic invasive species—either on their way to school or in their own neighborhood. As an option, you might schedule a day for a walk through a local greenway or recreational area.

Instructional sequence:

(5 minutes)

Instruct students to glue their data collection sheet onto a page in their field notebooks.

(10 minutes)

Lead a short discussion reviewing exotic invasive plant species common to the community the school serves. In a brainstorming session with students, **list** five or six common invasive plants on the chart on the overhead transparency of Handout 1.

(5 minutes)

Direct students to list the most pervasive invasives on Handout 1. Leave two lines on the chart open for invasive species *not* on the brainstorm list.

(10 minutes)

Ask students for suggestions on how to “spot” exotic invasives as they take a walk in their neighborhood or to school. Help them **clarify** using identification information (e.g., leaf type) from their Web quests and posters.

(10–15 minutes)

Escort students outside. **Practice** identifying exotic invasive plants and tallying their occurrence while strolling around the school grounds.

Assignment: Students will identify exotic invasive plant species as they walk to school or on a 20-minute walk through their neighborhood. Students will use their individual student tally sheets to tally exotic invasive species as they walk.

Teacher note: Give students a reasonable deadline for bringing in their completed charts.

Day Two—The Analysis (one – 45-minute class period)

Objectives:

Quantify exotic invasive species’ occurrence in the local/neighborhood landscape.

Prepare in advance:

- Copy the following for each student:
 - Handout 2—Small group tally sheets
 - Handout 3—Class tally sheets with graph
 - Handout 4—Analysis
- Make overhead transparencies of Handouts 2 and 3

Materials:

- overhead projector
- five or six different colors of overhead pens
- students’ lab/field notebooks with Handout 1 pasted in
- rulers

Description:

Students share the results of their inventory and tally of exotic species on their walk to school. Then, student data are compiled to do a larger-scale analysis of exotic invasives in local neighborhoods.

Instructional sequence:

(5 minutes)

- **Lead** a brief discussion regarding students' experiences on their walks.
- **Encourage** stories relative to abundance and location of exotic invasives.

(15 minutes)

- **Divide** students into small groups based on the locale of their walk.
- **Direct** students to list and tally the most pervasive invasives found on their *combined* walks, using Handout 2—Small Group Tally Sheets

(20 minutes)

- **Lead** the entire class group in a short discussion highlighting small group results.
- **Complete** Handout 3 (Class Tally Sheet and graph) on the overhead projector. Use a different color pen for each species name and number of sightings (tallies).
- **Direct** students to enter the data on their sheets as it is being constructed on the overhead.
- **Review** how to make a bar graph.
- **Create** a bar graph on the overhead for two of the most common exotic invasive species.
- **Lead** the entire class in an analysis discussion using the questions provided for analysis in Handout 4—Most Common Exotic Invasive Plants in Our Community—An Analysis
- **Assignment:** Students will construct a bar graph illustrating the data from the entire class. Instruct the students to draw a graph that shows the six most common species. Students should label each bar with the name of the species.