

HIGH & LOW ISLAND POSTER ACTIVITIES

Have you ever thought of the world outside of your classroom as another type of classroom? The following activities will allow you to use this poster as a door into that outdoor classroom, where you can learn about different island environments or habitats—all while being in your own unique place!

PCEP's High Island Environments and Low Islands Environments posters can be found online at <http://pcep.prel.org/resources/?collection=our-environment-posters>

Try these activities with students, ages 5-7

1. Look at the pictures on the poster(s). Point to a favorite place on your island.
 - What do people do there? What happens when people are not there? Share ideas with a partner.
 - Draw pictures of activities people do. For example, if you choose coral reef, draw people fishing.
 - Draw pictures of natural activities that happen when people are not at that place. For example, if you choose mangrove swamps, you can draw pictures of birds looking for food.
 - Under each drawing, write a caption explaining what is there and is happening. Ask an adult or friend for help.
 - Show your drawings to your class, and explain what is happening.
2. Look at the pictures on the poster(s), and point to a habitat near your school.
 - Name different plants and animals that live there. Share your answers with a partner.
 - Ask your teacher to take the class to that habitat. On the walk, what do you see, hear, feel, smell?
 - Back inside the school, draw pictures of the plants and animals you remember, and draw where they live.
 - Write a caption for the living thing and its home in your drawing. Ask an adult or friend for help.
 - Show your drawing to the class, and explain what the living this is and what its home is like.
3. Look at the pictures on the poster(s), and point to two different environments or habitats.
 - What kinds of sounds do you hear in those places? Share your answers with a partner.
 - Ask your teacher to take the class to those two places. When you are there, sit down (or lie down) and be still for a few minutes. Think carefully about everything you hear.
 - With the same partner, talk about the different sounds you hear. Try to make the same sounds with your voice, or with other tools around you, like paper, leaves, or sticks.
 - Back inside the school, ask another class to be partners with you for a game. You will make different sounds, and that other class will try to guess what makes the sound, and from which environment on the poster. For example, if you visit the agroforest, and you hear the sound of a certain bird singing, you can try to make that same sound with your voice. Hopefully your other classmates can guess the name of the bird and that it lives in the agroforest!

Try these activities with students, ages 8 - 10

4. Identify at least two sections on the poster(s) that do not have a numbered red dot. Think about similar places on your home island.
 - Brainstorm a few WH-questions. Who lives in that area? Why is that area important to my community? What are the living things that are found in that area?
 - Investigate those questions for each of the sections you selected. Discuss with classmates, family/clan members, and community elders. Do your own research with primary and secondary sources.
 - Report findings to your class. Discuss if the areas without red dots could be labeled with a specific red dot already named. If not, then give the habitat a name. If there are local names for these habitats, and you don't see local names on the poster(s), explain those local names to your class.
5. Choose a habitat found on your island. Think about the plants and animals that live in that habitat.
 - Identify the local and English names of at least five plants and five animals that live in that environment.

- Illustrate those plants and animals. You can draw pictures, research and print photos from the computer or the Internet, or trace a picture from a book. You can even make leaf rubbings, take pictures of the animals, or make models with colored paper!
 - Label each illustration with the local and the English name.
 - Present your illustrations to community members who live near the environment you chose.
6. Choose an environment that is located near your school.
- Ask your teacher to take the class for a walk through that environment.
 - During your walk, record what you experience with your senses, as well as what you feel, think, and dream about. Share what you recorded with a partner during your walk.
 - As a class, share what you recorded with each other. Discuss what was positive about the walk.
 - As a class, identify a challenge that the environment is facing. It might be pollution, erosion, drought, plant disease, or anything else important to your island. Brainstorm together possible solutions for that challenge.
 - In a community gathering, present what you recorded during the walk, as well as the environmental challenge and solutions.

Try these activities with students ages 11 - 13

7. Select two different numbered habitats on a poster. Think about where the habitats are on the island.
- Imagine that you are moving from one spot to the next.
 - Brainstorm ideas for a story in which the main character is taking a journey from one habitat to the next.
 - Your story will have at least three settings: (1) the habitat where the journey begins, (2) the habitat(s) that the main character passes through, and (3) the habitat where the journey ends.
 - Include in your story nouns, verbs, adjectives, and adverbs that describe the journey in detail, so that someone can read the story and imagine it.
8. Select an environment on a poster. Think about where that environment is located on your island.
- Identify a local place name associated with that environment. For example, this can be the name of a specific feature found in that environment, such as a specific rock formation located on the coral reef. This can also be the name of a large section of your island in which the environment is found, such as the name of an entire village, or section of a village.
 - Interview a community elder about the meaning and origins of the local place name. If stories are associated with the name, ask the elder to tell you the stories. Record the information gathered from the interview.
 - Identify plants and animals associated with the origins of that place name. Record the local, English, and scientific names of those living things.
 - Present your findings at a community gathering. Invite the person interviewed to be a part of the gathering.
9. Discuss as a class the information that is provided on the poster. Be confident about what is stated on the poster—ask any questions you need! Bring a copy of that poster home with you, as well as a dry erase marker.
- Present the poster to your family. Read aloud the caption for each of the numbered environments, and then restate in your own words. Give specific examples of living things that are found in each environment, such as the names of the specific plants and animals illustrated on the poster.
 - Ask each of your family members to ask a question about the poster, such as the information presented on the poster, or about the poster itself. Ask each family member to write down his or her question on the poster itself, using the dry erase marker. That person can also make drawings such as arrows or circles, if that will help explain the question. You can write the question for that person, if you like.
 - Present to your class your questions and the poster you took home. Together, try to answer all the questions that each student shares with the class.
 - Return home with the same poster, and present the answers to each of your family members.

This material is based upon work supported by the National Science Foundation under Grant No.1239733. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the National Science Foundation.

