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Nebraska Wildlife Club

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NEBRASKA HONORS PROGRAM
CLC EXPANDED LEARNING OPPORTUNITY CLUBS
INFORMATION SHEET

Name of Club: Nebraska Wildlife Club

Age/Grade Level: Ages 6-14 (divided up into 7 groups, had individual lessons with Groups 1+2, Groups 3+4, Groups 5+6, and Group 7)

Number of Attendees: (ideal number)

Roughly 60 (groups ranged from 5-20 kids)

Goal of the Club: (learning objectives/outcomes)

The goal of this club was for students to expand their knowledge on wildlife that exists both in and outside of Nebraska and for them to get a better idea the types of wildlife they might be able to find within the state. In addition, an objective of this club was to spark curiosity so that the kids might try to further explore aspects of wildlife on their own.

Resources: (Information for club provided by)

Nebraska Game & Parks Educational Trunks, Morrill Hall Kits

Content Areas: (check all that apply)

- Arts (Visual, Music, Theater & Performance)
- Literacy
- STEM (Science, Technology, Engineering & Math)
- Social Studies
- Wellness (Physical Education, Health, Nutrition & Character Education)

Outputs or final products: (Does the club have a final product/project to showcase to community?)

N/A

Introducing your Club/Activities:

Club sessions would always begin with me asking questions to the group of students relevant to the topic we would be covering for that lesson. Once the questions I had planned had been answered or the students were clearly losing interest, we would transition into an activity that often times (although not always) involved playing some sort of game relating to the topic at hand.

General Directions:

Essentially, as mentioned above, lessons would begin with discussions about a particular topic before transitioning into some sort of game. Often, we would head outside and play games involving physical activity in the grass (we would not do this every time though). Following the

game/activity, we would head back to the classroom, discuss the game's relevance to the subject, and conclude with a sketching activity and further discussion if needed and/or wanted.

Tips/Tricks:

More crucial than anything in an experience such as this is making an effort to get to know the kids you are working with. Each group is different, and there is not a one-size-fits-all approach that will garner success when it comes to working with them. Especially in the case of the HALO program when one is leading a club at a Summer Camp, it is highly recommendable to spend time with the kids and help out with other camp activities outside of one's club curriculum. This way, lessons can be implemented more effectively since the kids will be better understood.

Another important tip is to have an alternative plan in mind so that the lesson can still go underway in the case that the original plan cannot be completed. For example, in the lesson described below, the dinosaur teeth obtained were from Morrill Hall and needed were only attainable through a reservation. Due to this, there was a possibility that they may not have been available. If this were the case, an alternative would have been required in order to carry out a plan containing the same core principles as the original. Pictures could still be shown of the teeth so that the kids could learn visually. Combining this with the administration of various craft supplies would provide them with the opportunity recreate the specimens whose pictures are presented to them.

LESSON PLAN WORKSHEET

(copy table as needed)

Lesson Activity Name:	Dinosaur Teeth and Egg Hunt
Length of Activity:	60 minutes
Supplies:	plastic eggs, pieces of paper, dinosaur tooth fossils (from Morrill Hall), drawing utensils

Directions:

Learning Objectives:

1-Students will be able to infer which dinosaurs were herbivores and which were carnivores based on teeth and overall physical appearance.

2-Students will expand their knowledge on dinosaur types.

Lesson:

This lesson will begin with students attempting to locate hidden eggs outside. There will be 45 eggs in total, each containing a fun fact about a dinosaur (9 dinosaurs in total w/ 5 fun facts about each). In order to make things fair, the number of eggs split up between students will be made as even as possible.

Once all the eggs have been found, we will head inside. Students will have the opportunity to view the teeth of these nine different types of dinosaurs. Simultaneously while showing and talking about each type, I will be passing around pictures of these dinosaurs so that the connection can be made between teeth and physical appearance.

Once the students have had the opportunity to see everything, they will take time to make a sketch of the teeth and/or dinosaur itself.

If time permits, we will wrap up with an egg toss competition in which the students will be divided up into teams. They must correctly answer questions regarding fun facts before being presented with the opportunity to toss the eggs in a trash can and score points.

Conclusion of the activity:

Depending on the group, the activity concluded with a sketch of the dinosaurs and/or their teeth, or with an egg toss game in which they were required to answer questions regarding the fun facts.

Parts of activity that worked:

Students really enjoyed observing and touching the dinosaur teeth (particularly in the case of the T-Rex). In addition, most of them (although not all) liked the egg hunt and taking part in the egg toss competition at the end.

Parts of activity that did not work:

Completing every part of the plan with each group proved to be a challenging aspect of this activity. For example, with two of the four groups, we ran out of time for the egg toss game. Also, particularly in the case of the youngest group, I struggled to implement a system of passing around the tooth fossils that would keep everyone engaged. However, in a later lesson I rectified this issue. This was accomplished by dividing them into groups at tables and providing each group with a fossil to observe before rotating on to another fossil. With this system everyone has the opportunity to have a fossil nearby at all times. As a result, there is less time in which the kids are not actively interacting with the materials, which makes them less susceptible to boredom and distraction.
