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## Nature Nurturers Sustainability and Journalism Club

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NEBRASKA HONORS PROGRAM  
CLC EXPANDED LEARNING OPPORTUNITY CLUBS  
INFORMATION SHEET

**Name of Club:** Nature Nurturers

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**Age/Grade Level:** 3<sup>rd</sup>-5<sup>th</sup> graders

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**Number of Attendees:** (ideal number) 8-10

**Goal of the Club:** (learning objectives/outcomes)

Engage the kids with basic environmental problems and help them to teach others in their school.

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**Resources:** (Information for club provided by)

National Geographic, various environmental organizations

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**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?)

The kids will make posters on their favorite topics from the club, with facts, quotes, and drawings.

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**Introducing your Club/Activities:**

Nature Nurturers teaches kids about common issues in the environment in an engaging way, allowing them to influence what they learn and getting them hands on with important topics

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**General Directions:**

Run an icebreaker, have an open and informative discussion with the kids about the topic of the day, and then run an engaging activity that gets them thinking about the topic.

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**Tips/Tricks:**

Be very engaging and ask a lot of questions during the PowerPoint sections so it feels like a personal discussion and not a school lecture. Let the kids have fun and let them loose during the icebreaker to get their energy out. Give them leeway there to suggest new games and questions.

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# LESSON PLAN WORKSHEET

(copy table as needed)

**Lesson Activity** Nature 101

**Name:**

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**Length of Activity:** 45 Minutes

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**Supplies:** Whiteboard, Marker, Paper, Writing Utensils, Projector

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**Directions:**

Every kid finds their seat and is given paper and a pencil. They are prompted to write down two truths and a lie about themselves, and then everyone goes around and shares. After this, pull up the presentation and introduce the topic of the club: define journalism, sustainability, ask kids questions about the environment, introduce to basic vocab. Then, the kids play a game of Pictionary using a prepared list of words related to the environment to get more hands-on with definitions. Finally, the kids spend about five minutes voting on the topics they want to see in future days using a list in the presentation. Kids should choose enough topics to do one each day, leaving the last day open to make posters.

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**Conclusion of the activity:**

Kids seemed interested in the topics we presented, got more comfortable with each other, and became more familiar with the premise.

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**Parts of activity that worked:**

They liked voting for the topics, and they had a lot of fun with two truths and a lie.

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**Parts of activity that did not work:**

Pictionary didn't get enough time allotted to it so not all kids had the chance to go. Maybe choose a different introductory game.

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# LESSON PLAN WORKSHEET

(copy table as needed)

**Lesson Activity** Food Chains

**Name:**

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**Length of Activity:** 45 Minutes

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**Supplies:** Projector, notecards

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**Directions:**

Students play four corners for the first 15 minutes of class. For four corners, one child stands in the middle, and the club leader asks a question with four answers, such as favorite ice cream flavor. Each corner has an answer assigned, and the child in the middle counts down from ten while students choose their corner. Finally, the middle child chooses the corner which is their answer, and those students are “out.” Everyone stays in until the end, but the winner is the person who was not “out” by the end. They then go through the Food Chains PowerPoint and learn the workings of food chains and ecosystems. They then go into the charades game. Students get one notecard in a series of notecards that represent the animals in a food chain. They then act out the animal they have in order to get the other people in their group to guess what animal they are. When all animals are known students will get in a line in order of that food chain.

Chains used:

Grass>grasshopper>Frog>Snake

Algae>Minnow>Penguin>Polar Bear

Tree>Squirrel>Coyote>Bear

Algae>Mosquito>Fish>Hawk

Feel free to repeat these or create your own.

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**Conclusion of the activity:**

Students learned about the hierarchy of food chains while being interactive with their other club members.

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**Parts of activity that worked:**

They really liked the four corners introduction and asked to do it next time. They were also attentive during the PowerPoint.

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**Parts of activity that did not work:**

The charades didn't work great since it was hard for the kids to stay focused and some were too embarrassed to act like an animal.

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# LESSON PLAN WORKSHEET

(copy table as needed)

**Lesson Activity** The Ocean

**Name:**

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**Length of Activity:** 45 Minutes

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**Supplies:** Projector, Paper, Drawing Tools

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**Directions:**

Begin with the four corners icebreaker. Directions are in week two. Next, the kids will be shown the informative PowerPoint on the ocean and the three major types of pollution that affect it. Then, the students are split into groups to make inventions and descriptions that can solve each problem, respectively. One group gets oil spills, one gets overfishing, and one gets trash buildup. At the end the students share their inventions with the rest of the club.

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**Conclusion of the activity:**

Kids engaged with the types of pollution effectively and had fun thinking up their own solutions to these issues.

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**Parts of activity that worked:**

They continued to love four corners and many kids were excited to draw their inventions.

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**Parts of activity that did not work:**

The overfishing group had a hard time thinking of inventions to create.

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# LESSON PLAN WORKSHEET

(copy table as needed)

**Lesson Activity Name:** The Rainforest

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**Length of Activity:** 45 Minutes

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**Supplies:** Projector, Premade Online Jeopardy Game

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**Directions:**

Students play four corners again as an ice breaker, directions seen in week two. They then go through the informative PowerPoint about the rainforest and how it is harmed. Students then play the premade rainforest jeopardy game in teams of 3-4.

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**Conclusion of the activity:**

Students learned about different rainforest facts, including the benefits of them as well as how they are harmed.

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**Parts of activity that worked:**

They had fun doing the jeopardy game and got very competitive.

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**Parts of activity that did not work:**

The nature of the jeopardy game can make them rambunctiously competitive, so they had a lot of energy towards the end and got a little out of hand.

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# LESSON PLAN WORKSHEET

(copy table as needed)

**Lesson Activity Name:** Endangered Animals

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**Length of Activity:** 45 Minutes

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**Supplies:** Notecards, Projector

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**Directions:**

Start out with four corners, directions seen in week two. Move to a short presentation on endangered animals and how they become endangered, making sure to help students draw connections to the food chain day so they understand why this could be bad. After this presentation, students all form a circle and one student at a time will stand in the middle holding a notecard on their forehead so others can see. This card will have the name of an endangered animal on it, and the other students go around the circle giving them hints one at a time until they guess the animal. Leave ten minutes at the end for students to rank the topics the club has gone over from favorite to least favorite so that they can be placed in groups for the final day.

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**Conclusion of the activity:**

Students were excited to finally get to the animal day and had a fun time trying to guess animals based on hints. They asked good questions and seemed thoughtful about the issue.

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**Parts of activity that worked:**

The kids engaged fairly well with the PowerPoint and seemed to understand the issue.

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**Parts of activity that did not work:**

The game was a little chaotic, and the kids had a hard time waiting their turn to give a hint.

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# LESSON PLAN WORKSHEET

(copy table as needed)

<b>Lesson Activity Name:</b>	Poster Day
<b>Length of Activity:</b>	45 Minutes
<b>Supplies:</b>	Projector, Poster Paper, Drawing Materials (Preferably Markers/Colored Pencils), and Pre-Printed PowerPoints from Earlier Club Weeks

## **Directions:**

Students play four corners again as an ice breaker. They then go through the PowerPoint with directions to create their posters (directions are made with basic components of journalism in mind). They are given their posters, drawing materials, and printed out PowerPoints from the earlier club week topic respective to what each group is doing for their topic. They then spend the rest of the class working on posters. Posters should be hung around the school they are in if possible.

## **Conclusion of the activity:**

Students were disappointed that the club had to end but they enjoyed doing the posters.

## **Parts of activity that worked:**

Students were as effective as they could have been at having the correct information based on journalism skills.

## **Parts of activity that did not work:**

The activity gave them a lot of freedom, which ended up creating an environment where they wanted to mess around.