



Exploring Public Lands and Waters Post-Field Trip Lesson

Houston
EKIP

Who & Why

In order to qualify for transportation funds through the Every Kid in a Park program, Teacher & Students must complete this lesson (or an adapted version), after attending your field trip.

Essential Question

Learning Objectives

1. Students will write, edit and publish an informational brochure.
2. Students will articulate why they think something is important.

Time Required

One 30-minute class period OR homework

Materials Needed

Brochures for the field trip site your class visited and/or a collection of brochures from nearby public lands and waters, paper for making brochures, markers and pens

Getting Prepared:

Before you teach this lesson, pull up a collection of brochures from local public lands and waters. You can easily use a few brochures from the site your student's visited.

For the best result, complete this lesson as soon as possible, but no more than 2 weeks after returning from your field trip experience.



Getting Started:

1. Explain to students that we want to share with other people that amazing place we discovered on our field trip. On a piece of scrap paper, instruct them to write down all the things they remembered from the field trip. If time allows, have a few of the students share their favorite memories of the place.

2. Explain that the land and water areas are protected. Discuss with students how the place they visited is protected and by whom. Ask them if that is a good or bad thing.

3. Explain that we want to help the field trip site by inviting more people to visit this public site. Explain the purpose of a site brochure and using the examples you have collected, point out some of the common attributes.

Getting Engaged

4. Hand out the paper, markers and other supplies. Have the students create a brochure to tell other people about all the fun things there are to do at the field trip site you visited. Using the five question we explored in the pre-field trip lesson, students should be able to develop content for their brochures. You might want to display these questions or distribute them.

- **What is the name of the Houston Area field location you have selected?**
- **How would you describe the landscape, body of water, or physical structures at this site?**
- **Why is the area protected by the government?**
- **What activities can be done at this site?**
- **What are some ways that we can help care for this area or other public lands and waters?**

Students should be encouraged to include drawings, maps, and even stories about the trip they took to this public land or water site.

5. Round out the discussion by asking students to share their completed brochures with the class.

If pressed for available classroom time, after a short discussion in-class, the construction of a brochure can easily become a homework assignment.

Post-Field Trip Lesson Complete!

Extending the Learning

Display the completed brochures on your bulletin board, but don't stop there. Arrange for your students to visit other classes to make presentations about the public lands or water area they visited. You may also choose to have groups make three-dimensional representations of the area they visited using clay or other craft materials to support lessons on land features.

Thank you for participating in this local field trip opportunity. We hope that you will share this positive experience, with other educators.

