Habitats of an Environmental Center

1. **Topic:** A virtual field trip to the Osceola Environmental Center.

2. **Grade Level:** K-12

3. **Concept:** Students will explore an environmental center through a virtual field trip.

4. **Overview:** Students will discover habitats. They will realize that visiting an environment center to study local plants and animals and how human interaction with the area is one way to protect their land heritage.

5. **Materials/Resources:** Website: [http://webworld.freac.fsu.edu/cameras/osceola](http://webworld.freac.fsu.edu/cameras/osceola)
   Chart paper, markers, Virtual Field Trip Journal (VFTJ), computers with Internet access, overhead, transparencies, question sheet, notebook paper, downloaded color sheets of The Reedy Creek Swamp Coloring Book, handouts of the history and background, and the plants and animals of the Osceola Environmental Center.

6. **Time:** one week

7. **Objectives:** Students will:
   1. define state park
   2. describe natural features of the Osceola Environmental Center
   3. describe human interaction with the Osceola Environmental Center
   4. draw a map of the environmental center.
   5. implement a field trip (virtual) to observe the environmental center.
   6. appreciate the need for good management of the environmental center.

8. **Procedures**

   **a. Initiating Activity;**
   1. Brainstorm- “What is an environmental center?”
   2. Tell students they are going to be studying a public land- Osceola Environmental Center at Reedy Creek in Kissimmee, Florida.
   3. Make a Virtual Field Trip Journal (VFTJ). Put notebook paper in a folder to record information, illustrations, answers to questions, and color sheets.

   **b. Strategies**
   1. Tell students that the Osceola School District who owns the environmental center is protecting this habitat for the students and the community.
   2. Divide students into groups. (Internet access will determine how groups are made.)
3. Have the students read the history and background on the center [http://webworld.freac.fsu.edu/cameras/osceola](http://webworld.freac.fsu.edu/cameras/osceola) or handouts. In their VFTJ write a paragraph on why the district would want to protect the land.

4. Read the descriptions for the animals and plants found at the environmental center. In the VFTJ, list some animals and plants you might see on a virtual field trip of the center.

5. Put transparency of question sheet on overhead. Hand hard copy to students. Discuss the questions with students. Have them answer these questions as they take the virtual field trip.

6. Take the virtual field trip. Go to [http://webworld.freac.fsu.edu/cameras/osceola/cool/field_walk](http://webworld.freac.fsu.edu/cameras/osceola/cool/field_walk) and begin the trip. Click on the yellow dots to see the pictures. Answer the questions as you tour the environmental center.

7. Download a coloring page from “The Reedy Creek Swamp Coloring Book” at http://webworld.freac.fsu.edu/cameras/osceola/sa and add to the VFTJ.

c. Culminating Activities:
1. After the virtual field trip, have students discuss their answers to the questions. Then discuss:
   a. What would happen to the area if development was allowed?
   b. Does this habitat need to be protected?
2. In VFTJ, write about the field trip and discussions.
3. Label a map of the environmental center.
4. Explore the other non-camera sites at Web World Wonders. Are the habitats the same or different? Make a list in the VFTJ of ones that have similar habitats.
5. Do a Venn Diagram that compares and contrasts the Osceola Environmental Center to another non-camera site at [http://webworld.freac.fsu.edu](http://webworld.freac.fsu.edu).

9. Evaluation:
1. Teacher observation
2. Map
3. Virtual Field Trip Journal
4. Illustrations
5. Writings
6. Venn Diagram

10. National Standards:
   Standard 1: How to use maps and other geographic representations, tools, and other technologies to acquire, process, and report information from a spatial perspective.
   Standard 3: How to analyze the spatial organization of people, places, and environments of earth’s surface.
Standard 4: The physical and human characteristics of places.
Standard 14: How human actions modify the physical environment.

11. **Sunshine State Standards:**
   SS.B.1.2.1: uses maps, globes, charts, graphs, and geographical tools including map keys and symbols to gather and interpret data and to draw conclusions about physical patterns.
   SS.B.1.3.1: the student uses various map forms and other geographic representations to acquire, process, and report geographic information.
   SS.B.2.3.6: the student understands the environmental consequences of people changing the physical environment in various world locations.
   LA.A.2.3.5: locates, organizes, and interprets written information for a variety of purposes.
   LA.C.1.3: the student uses listening strategies effectively.
   LA.C.3.3: the student uses speaking strategies effectively.
   SC.D.2.3.2: knows the positive and negative consequences of human action on the Earth’s systems.