Procedures for Planning & Having Environmental Day

**Topic:** Model for planning an environmental or career day on school grounds

**Grade Level:** all levels

**Time to teach lesson:** 4 hours

**Social Studies Concept:** Students will be engaged in a hands-on approach to learning about Florida from experts in various career and environmental fields.

**Overview:** Students will interact with various environmental agencies and learn the importance of maintaining the balance of resources in their environment.

**Materials:**
- space outdoors and indoor classrooms
- notebooks or folders for journal entries

**Objectives:** Students will gain an understanding of their environment by interacting with various environmental agencies.

**Procedures:**

One month in advance:
- write the purpose for your project
- decide on presenters
- select date and time
- write up expectations of presenters
- prepare written directions for getting to your school
- phone people to invite them to present
- create a data base of people contacted
- keep a list of people who have committed

Two weeks before:
- contact parents to help you with student rotation
- make a list of procedures that parents need to follow
- set up a tentative schedule and decide where people will present
- call newspaper office and talk with the editor
- if you want to change your students lunchtime, make arrangements with lunchroom manager (we order bag lunches for our students and guests, and eat all together at an convenient time)

One week in advance:
- design an announcement to fax to newspaper offices
- get back in contact with your guest speakers, go over commitments, review directions to school and lunch arrangements
- call parents and confirm, discuss time and lunch arrangements
- train students that will wait in office and escort presenters to their room and explain expectations of a facilitator
- divide students into groups and assign a teacher and parent per group
- set up session times and allow about 5 min per rotation
- write out procedures for students for rotating through sessions and expectations for student behavior
- make a list of rotations, times, and list students that will be in each group

Procedure:
1. Review expectations and procedures with students and parents, greet all presents, and have a student helper get needed supplies and help presenter set up.
2. Give each presenter, teacher, and parent a time schedule of rotations.
3. Have a timer for student facilitator or parent to advise presenter of time constraints.
4. Start on time.
5. Students must keep a journal of notes, summaries, illustrations and questions.

Evaluation:
Review student’s journal entries, observe students listening, and interviewing skills. Students will use journal entries as tools for writing answers for FCAT prompts, poetry writing, writing thank you notes to presenters and parents. Have a reflection time at end of day. Discuss what took place and do a plus and delta chart about the day. This information will help you for future planning.

Sunshine State Standards:
SS.B.1.3.1: The student uses various map forms and other geographic representations.
SS.B.2.3.9: The student understands ways the interaction between physical and human systems affects current conditions on Earth.
LA.B.2.3.1: The student writes to communicate ideas and information effectively
SC.D.2.3.2: The student knows the positive and negative consequences of human action on the Earth’s systems.
LA.B.1.3.1: The student organizes information before writing according to the type and purpose of writing.
LA.C.1.3.1: The student listens and uses information gained for a variety of purposes, such as gaining information from interviews, following directions, and pursuing a personal interest.

FCAT:
Making inferences
Persuasion techniques
Cause and effect relationships
Primary source information
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