SOL-BASED ENVIRONMENTAL EDUCATION PROGRAMS
FOR THIRD GRADE
PETER FRANCISCO SOIL & WATER CONSERVATION DISTRICT

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- **Animal tracks, scat and skulls** (Science 3.4, 3.5, 3.6, 3.8) A variety of Virginia Wildlife tracks, scat and skulls will be displayed. Students will learn about their habitats, diets, adaptation, etc. They will also learn about carnivores, herbivores and omnivores as well as food chains. Then students play an animal survival game.

- **Introduction to the Water Cycle/The Incredible Journey** (Science 3.7) Water cycle and water conservation is discussed. Then students take on the role of a water molecule and visit different stations which simulate the paths that water takes in the water cycle. A specific color bead is collected at each station and the students end up making a bracelet showing their incredible journey.

- **Who Polluted the River** (Science 3.7, 3.8) Students participate in an interactive story dramatizing how a water body becomes polluted as populations increase and resource use changes. Students will learn ways to conserve and preserve clean water.

- **Soil Studies** (Science 3.6) Students will learn about the major components of soil and its importance to plants, animals, and humans. "The Earth as an Apple" is a great visual to show just how little soil is available for producing food. Students will make a soil shake and do an activity called pick a path to demonstrate relative particle size of sand, silt and clay. Students will also make an individual soil profile. Students can play a buried treasure game.

- **Composting & A Landfill is No Dump** (Science 3.6, 3.8) Composting is discussed and the class can borrow the District's see-through compost bin to observe decomposition over time. Students will also play a compost game similar to "rock, paper, scissors". Students will learn the length of time it takes for trash items to decompose and the importance of reducing, reusing and recycling by playing a "Trashy Timeline" game to create a landfill project. Their mini-landfill will be observed in 10 days and again in 20 days. Worksheets and questions will be provided.

- **Erosion Experiments** (Science 3.1, 3.8) Weathering and erosion experiments are conducted using skittles. Erosion is demonstrated with water and bare soil and then students are divided into landscape crews and given the opportunity to use rocks, sod, pine straw, plants etc. to create their own landscape to prevent erosion.

- **Intro to Natural Resources** (Science 3.6, 3.8) Students will be introduced to SWAPA (Soil, Water, Air, Plants and Animals) as well as renewable versus non-renewable resources. Then students will play a natural resource game where they start off as a natural resource and end up as a product.