



Lesson Six: How to Be a Steward?

Grade Level: 2nd Grade

Time: This is a multiple step lesson that will require multiple days depending on the various components utilized by the teacher (i.e. guest speakers). Please read the lesson in its entirety prior to teaching. The lesson is segmented into days as a possible suggestion.

Day 1: Steps 1 & 2 - 30 minutes

Day 2: Step 3 - 30 minutes

Day 3: Steps 4 & 5 - 30 minutes

Day 4: Step 6 (Step 7 is optional) - 30 minutes

Essential Question: How can we be stewards of Wyoming's public and private lands to benefit current and future generations?

Objective: Students will identify what it takes to be a steward of Wyoming's private and public lands.

Purpose: Students learn how they can be a steward of Wyoming's lands and about professional jobs caring for Wyoming's lands.

Required Materials/Resources:

- Park Signs PowerPoint
- Printer paper (one piece per student)
- Gym, playground, or large space in your classroom for the Scenario game
- Crumpled up pieces of paper (at least two per student)

- Timer
- Tape or chalk
- Optional for *Scenario 3: Don't Feed the Animals*
 - Animal Cards (print single-sided)
 - Food Cards (print single-sided) (one or more for every student who is originally NOT in group A)
- Careers in Stewardship PowerPoint (Sources 4-7)
- Wyoming State Parks website
<http://wyoparks.state.wy.us/index.php/places-to-go/view-full-list-of-wyoming-state-parks> (Source 1)

TEACHER NOTE:

This lesson would be a great opportunity to take a field trip to a local park. Students could come up with ways to be a good steward of local areas or resources and see if there are any rules displayed that guide people to be good stewards.

Optional Resources:

- Fire Prevention How-tos:
<https://smokeybear.com/en/prevention-how-tos> (Source 2)
- Tread Lightly: <https://www.treadlightly.org/learn/> (Source 3)
- Play Clean Go <http://www.playcleango.org/> (Source 8)
- Wyoming Fishing and Boating
<https://wgfd.wyo.gov/Fishing-and-Boating/Aquatic-Invasive-Species-Prevention/Threats> (Source 9)
- Chart paper

Suggested Teacher Preparation:

- Decide where you want to do the Scenario Game, so students have space to move around.
- Review the scenarios for the Scenario Game to help plan student groupings.
- Prepare area and materials for the Scenario Game.
- Decide whether or not you will do Scenario 3 in the Scenario Game. If so, prepare the Animal and Food cards. Post the Animal cards around your room.
- Visit the Wyoming State Parks website and become familiar with navigating the site.
- Choose the parks from the Wyoming State Parks website that you wish to showcase.
- Decide whether you will share chosen state parks with the whole class, or have students navigate the Wyoming State Parks website on their own.
- Decide whether you want to do the optional activities in step 7.

Standards:

Social Studies: SS2.1.1, SS2.1.4 (Explicit), SS2.6.3
(Practiced/Encountered)

ELA: 2.W.8 (Practiced/Encountered)

CVE: CV5.1.1, CV5.3.1, CV5.4.4, CV5.5.1 (Practiced/Encountered)

Vocabulary:

- **Stewardship** - As Wyoming citizens, we are stewards entrusted with the responsible development, care, and use of our resources to benefit current and future generations.

Instructional Procedure/Steps:**Day 1:**

1. Say: **“Now that we have learned about how unique Wyoming is because of our different terrain and the multiple uses of it, we know we need to be stewards of Wyoming’s land.”** Ask: **“What can we do to be stewards of Wyoming’s land so that we can enjoy it now and other people can continue to enjoy it in the future?”** Allow students to respond. Say: **“Today, we will be talking about how one aspect of being a steward is to follow the rules and laws encountered when using Wyoming lands.”**
2. Have students brainstorm different ways to be stewards of Wyoming lands. Show the Park Signs PowerPoint. Say: **“These signs show the rules and laws that must be followed on public or private lands.”** After each one, ask: **“Why do you think these signs were posted?”** Use the information below to guide your discussion:
 - **Warning: Animals are Dangerous Never Approach or Feed** - *This keeps people and animals safe.*
 - **Camp in Designated Areas Only** - *This keeps wildlife and plant life safe, as well as people out of*

harm.

- **Stay on the Trail** - Keeps people away from danger and preserves nature.
- **No Littering** - Keeps our land clean.
- **Bear Country: Store all Food in Vehicle** - Keeps your food from attracting wildlife, especially bears.
- **Register for Campground/Pay Park Fee** - Keeps a source of money to maintain the park and a tally of how many people are visiting the park.
- **Fire Warning** - Allows people to learn if a fire is acceptable and keeps the area safe.
- **Walk-in Area** - Allows people to hunt on certain areas of private lands.



In this task, students will be engaged in the higher order thinking skill of synthesis.

When finished discussing all signs, ask: **“Why are rules important?”** Allow students to respond. Make sure that students understand that stewardship encompasses a variety of things beyond not littering.

Assessment for Day 1:



Pass out a piece of paper to each student. Have students create a sign related to their school or community that emphasizes a rule or law that needs to be followed in the school or community to be a good steward of that area. Collect signs when students are finished and review them for accuracy.

TEACHER NOTE:
Give students as much time as needed to create their sign. Students may also share their sign in a way that makes sense in your classroom.

Day 2:



In this part of the lesson, students will play the Scenario Game. In this game, students will play different roles in a number of scenarios. Play the game in a space that is large enough for students to move around: classroom, playground, or gym. Name the space the “public land.” Divide students into Groups A and B. Each scenario will be played two times. After running through a scenario the first time, stop and discuss the provided questions. Once the class is done discussing, reassign Groups A and B per the directions, run the scenario again,



In this task, students will be engaged in the higher order thinking skill of application.

and discuss the differences. After running through all the scenarios, be sure to conclude with the idea that it takes many people to take care of our public lands.

3. Say: **“In our previous lesson, we discussed and made signs that reminded us of rules and laws that help us to be good stewards. Today, we will be playing a game in which we will act out different scenarios and how to be stewards in them.”**

Scenario 1: Don't Litter

Assign students their roles. (*Group A*: One student cleans the “public land” by picking up crumpled paper. *Group B*: The rest of the students drop their crumpled paper while they walk around the “public land.”) Pass out at least two crumpled pieces of paper to each *Group B* student. Set a timer for 30 seconds. Have *Group B* drop their pieces of paper throughout the area while *Group A* picks up as many as they can. When time is up, discuss with students the following questions:

- **“How effective was the *Group A* student?”**
- **“What challenges did the one student have?”**
- **“What impact does this have on our public lands?”**
- **“Who was being the steward? Who was not being a steward?”**

Pick up all of the paper and assign students new roles. (*Group A*: Have $\frac{3}{4}$ of students clean the “public land” by picking up crumpled paper. *Group B*: The remaining $\frac{1}{4}$ of students drop their crumpled paper while they walk around the “public land.”) Set a timer for 30 seconds. Have *Group B* drop their pieces of paper throughout the area while *Group A* picks up as many as they can. When time is up, discuss with students the following questions:

- **“How was this different from when we did it the first time?”**
- **“Who was being the steward? What does this show you about being a steward?”**

After students discuss, say: **“This scenario shows that if we only have one person being a steward we cannot keep our public lands clean. It takes many people being stewards to keep our land clean.”**

Scenario 2: Use Trails

Mark a path in your “public land” using tape or chalk. Assign students their roles. (*Group A*: Have one student be in charge of keeping everyone on the path. This student will tap *Group B* members on the shoulder to signal to them to get on the path. *Group B*: The rest of the students will walk around the room. This group will purposely stay off the path. When they are tapped on the shoulder, they have to get on the path and stay there.) Have *Group B* stand on the path. Set the timer for 30 seconds and have *Group B* walk off the path. *Group A* tries to tap all *Group B* students on the shoulder, so they go back to the path. Remind students to walk, not run. When time is up, discuss with students the following questions:

- **“How effective was the *Group A* student?”**
- **“What challenges did the one student have?”**
- **“What impact does this have on our public lands?”**
- **“Who was being the steward? Who was not being a steward?”**

Assign students new roles. (*Group A*: Have $\frac{3}{4}$ of students be in charge of making students stay on the path. *Group B*: The remaining $\frac{1}{4}$ of students walk around the “public land.”) Have *Group B* stand on the path. Set the timer for 30 seconds and have *Group B* walk off the path. *Group A* taps all *Group B* students on the shoulder, so they go back to the path. Remind students to walk, not run. When time is up, discuss with students the following questions:

- **“How was this different from when we did it the first time?”**
- **“Who was being the steward? What does this show you about being a steward?”**

After students discuss, say: **“This scenario shows that stewards follow the rules of staying on designated paths. It takes many people being stewards to limit the number of roads and trails across public lands.”**

(OPTIONAL) Scenario 3: Don't Feed the Animals

Display animal cards around the room and assign students their roles. (*Group A*: Have one student be in charge of making sure that the animals never have three or more food cards in front of them, so the animals don't get sick. *Group A* may only remove ONE food card from in front of an animal at a time and place it in the designated trash area. *Group B*: The rest of the students will place food cards in front of the different animals.) Create a designated trash area and pass out food cards to *Group B* students. Say: **“If an animal has three food cards in front of it, the animal is sick, and I will take the animal sign down.”** Set the timer for 30 seconds and have *Group B* start to feed the animals. When time is up, discuss with students the following questions:

- **“How effective was the *Group A* student?”**
- **“What challenges did the one student have?”**
- **“What impact does this have on our public lands?”**
- **“Who was being the steward? Who was not being a steward?”**

Assign students new roles. (*Group A*: Have $\frac{3}{4}$ of students be in charge of collecting the food cards. *Group B*: The remaining $\frac{1}{4}$ of students “feed” the animals.) Set the timer for 30 seconds and repeat the activity. When time is up, discuss with students the following questions:

- **“How was this different from when we did it the first time?”**
- **“Who was being the steward? What does this show you about being a steward?”**

TEACHER NOTE: If you choose to do Scenario 3, print the Animal and Food Cards.

After students discuss, say: **“This scenario shows that stewards do not feed animals at parks. If only one person is a steward, our wildlife may learn to rely on human food, instead of what they are supposed to eat.”**

Day 3:

Say: **“In our previous lesson, we learned that we need MANY people to be stewards if we want to protect our lands and animals. Today, we will learn about people who demonstrate stewardship through their professional jobs.”**

4. Show the Careers in Stewardship PowerPoint. Use the information below to briefly describe each job.
 - **Park Rangers:** They may help maintain campground facilities, trails, and help with fire prevention and firefighting. Some enforce laws and regulations on public lands, roads, and campgrounds. They may also interact with the public during their patrols and visits to campgrounds. Some give fire education programs, provide information to visitors, and explain regulations to the public. They also enforce these regulations, taking appropriate action when necessary.
 - **Game Wardens:** They may enforce laws that are on the books to regulate fishing, hunting, and to protect wildlife and the environment. Game Wardens enforce wildlife laws on both public and private land.
 - **Biologists:** They may collect and analyze data, monitor wildlife populations, and recommend plans for wildlife management. There are different kinds of biologists that would work across the state:
 - **Aquatic Biologist** - Fish
 - **Conservation Biologist** - Wildlife and Habitats
 - **Terrestrial Biologist** - Mammals and Birds

TEACHER NOTE:
For additional information, contact an industry professional from Game and Fish or another state agency to come in and discuss the various jobs and responsibilities he/she has to protect our public lands. He/she could also discuss where he/she works which is discussed in step 5.

- **Maintenance:** These individuals might take care of the landscape, ensure overall upkeep, and maintain the facility.
- **U.S. Forest Service Forester:** They are skilled in planting, removing, or caring for trees while considering how a forest may develop over long time frames. From planting seedlings to inspecting a contractor's work, foresters provide the technical and professional expertise for evaluating the health of our forests.
- **Wildland Firefighter:** They are involved with wildland fire suppression/management/control, working on an "engines and helitack module," or are part of a hand crew with responsibility for the operation and maintenance of specialized tools or equipment. Other wildland fire related duties may involve fire prevention, patrol, detection, or prescribed burning.

When finished with the PowerPoint, say: **"All of these individuals are stewards through their jobs, but they can't do it alone. It takes EVERYONE to be a steward, not just the workers, to keep Wyoming lands for use now and in the future."**

5. Say: **"So where do these people work? Wyoming has 12 state parks, 2 national parks, 5 national forests, and 1 national grassland. We are going to take a Virtual Tour of our Wyoming State Parks."** Show the parks that you have selected from the website. After touring each park, have the class discuss the following questions:

- **"How is the land in the park being used?"** *Camping, fishing, sightseeing, animals grazing, etc.*
- **"Do you see signs of stewardship?"** *Rivers are clean, trails are marked, plants are growing, etc.*
- **"Who is responsible for the stewardship?"** *The visitors, the rangers, scientists, occupations mentioned earlier*
- **"What could happen if we don't take care of this land?"** *Animals could die, we couldn't fish in the lake, we wouldn't have a fun way to exercise, etc.*

TEACHER NOTE:
Step 5 can be a quick activity where the teacher just shows and discusses with students a few parks, or the teacher may choose to spend an entire class period allowing students to explore Wyoming State Parks website. Each State Park has a video and/or pictures with descriptions that highlight the features of the park.

When finished touring your chosen parks, say: **“Caring for the land is very important, and it takes many people to keep Wyoming lands clean, safe, and available for use.”**


Day 4:

Assessment:

Say: **“Over the last few lessons, we have learned how to be stewards of Wyoming. Stewardship is a key part of the job for some professionals. It takes many people to be stewards so that Wyoming can be enjoyed now and in future generations. Today, you will demonstrate what you have learned by writing or drawing a scenario about a person who is NOT being a good steward on public and private lands. When everyone is finished with their scenarios, you will exchange your scenario with a partner who will determine what is not showing good stewardship in your scenario.”**



In this task, students will be engaged in the higher order thinking skill of synthesis.

6.  This assessment piece is the last “required” part of the lesson. Step 7 lists an additional activity you might want to do before the assessment. Pass out printer paper. Have students create a scenario either by writing or drawing someone not being a good steward. Once everyone is done, have students swap scenarios with a partner. Say: **“On the back of your partner’s paper, write your name, and draw or write a way that would solve the problem of people NOT being stewards in the scenario.”** *One student draws people camping with trash all around them; the partner could draw a sign that says no littering, and people cleaning up.* When students are finished, collect papers and check that students have correctly resolved the bad examples of stewardship.

7. *Optional activity:* To encourage visitors to be stewards of State and National Parks, Wyoming has adopted many initiatives to promote stewardship. The following websites highlight some of these initiatives and provide students with wonderful examples of stewardship. The teacher could assign groups of students to the different websites and allow them to become the experts on their given initiative. Student groups would answer the question: **“How can we teach and remind users of public and private lands to be stewards?”**

- Smokey Bear:
<https://smokeybear.com/en/prevention-how-tos>
- Play Clean Go: <http://www.playcleango.org/>
- Tread Lightly:
<https://www.treadlightly.org/learn/>
- Fishing and Boating:
<https://wgfd.wyo.gov/Fishing-and-Boating/Aquatic-Invasive-Species-Prevention/Threats>

Credits/Sources:

1. WYO PARKS. (2017). *Wyoming State Parks*. Retrieved August 9, 2017, from <http://wyoparks.state.wy.us/index.php/places-to-go/view-full-list-of-wyoming-state-parks>
2. The AD Council. (2017). *Prevention How-Tos*. Retrieved August 9, 2017, from <https://smokeybear.com/en/prevention-how-tos>
3. TreadLightly! Inc. (2013). *Learn*. Retrieved October 12, 2020, from <https://www.treadlightly.org/learn/>
4. EnvironmentalScience.org. (2017). *What is a Forest Ranger?* Retrieved August 9, 2017, from <http://www.environmentalscience.org/career/forest-ranger>
5. Media, Inc Gamewarden.org. (2017). *Game Warden Job Description*. Retrieved August 9, 2017, from <http://www.gamewarden.org/job-description>

6. Colorado Parks & Wildlife. (n.d.) *Biologist*. Retrieved August 9, 2017, from <http://cpw.state.co.us/aboutus/Pages/Jobs-Biologist.aspx>
7. USDA.gov. (n.d.) *Forest Service Careers*. Retrieved August 9, 2017, from <https://www.fs.fed.us/working-with-us/jobs/careers>
8. PlayCleanGo.org. (n.d) *Stop Invasive Species in Your Tracks*. Retrieved August 10, 2017, from <http://www.playcleango.org/>
9. Wyoming Game and Fish. (2017). *What are Aquatic Invasive Species*. Retrieved October 20, 2017, from <https://wgfd.wyo.gov/Fishing-and-Boating/Aquatic-Invasive-Species-Prevention/Threats>
10. Photo credits are listed in the PowerPoint presentations.