INFLUENCING THE ENVIRONMENT

TIME: 30 MINUTES

MATERIALS
Paper, pencil, picture of food web, pictures of producers, consumers, and decomposers

LEAVE NO TRACE OBJECTIVE
• Understand that people can have an influence on the natural processes of the environment in either a positive or negative way.

YOUTH DEVELOPMENT OBJECTIVE
• Explain the roles and relationships among producers, consumers, and decomposers in the process of energy transfer in a food web; participants will gain knowledge of the interdependence between the environment and physical health, and will acquire skills to care for the environment by practicing Leave No Trace.

ACTIVITY
Today we are going to explore Leave No Trace practices. How many of you enjoy spending time outdoors? Does anyone have a favorite place they have been with their family or

PREREQUISITE EDUCATION
This activity will be most meaningful if students have already received an introduction to Leave No Trace.

COMMON CORE STANDARDS

WRITING
CCSS.ELA-Literacy.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-Literacy.W.7.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-Literacy.W.7.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

PEAK
Promoting Environmental Awareness in Kids (PEAK) contains six fun activities designed to teach kids about Leave No Trace. With all of the materials included, PEAK is ideal for the elementary school age group and a great resource for educators looking for ready-to-use Leave No Trace curriculum. To learn more about PEAK and its additional learning modules, please visit: LNT.org/research-resources/peak.
LEAVE NO TRACE FOR EVERY KID™
SEVENTH GRADE ACTIVITY

friends? Explain that Leave No Trace is information and skills that teach people to protect themselves and the world around them. In this activity we will explore the relationship between the food web and how humans can impact the natural process.

1. Define the terms Producer, Consumer, and Decomposer. **Producers**: Organisms on the food chain that can produce their own energy and nutrients. Also called an autotroph. **Consumers**: organisms on the food chain that rely on autotrophs and other consumers for food, energy, and nutrients. **Decomposers**: organisms that break down dead plant material.

2. Distribute pictures or lists of various producers, consumers, and decomposers to groups of participants.

3. Have each group organize the pictures according to the relationships among the pictured species and write a paragraph that explains the roles and relationships and how it relates to the quote below:

“When we try to pick out anything by itself, we find it hitched to everything else in the universe.”

- John Muir

CCSS.ELA-Literacy.W.7.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.

CCSS.ELA-Literacy.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CCSS.ELA-Literacy.W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

READING: INFORMATIONAL TEXT
CCSS.ELA-Literacy.RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

SPEAKING AND LISTENING
CCSS.ELA-Literacy.SL.7.4 Present claims

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4. Describe how humans can impact the natural process of the food web. (i.e. pollution, littering, deforestation, oil spills, irresponsible hunting/fishing, traveling off trail, feeding wildlife, development)

and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

**SCIENCE & TECHNOLOGY SUBJECTS**

CCSS.ELA-Literacy.RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.

CCSS.ELA-Literacy.RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

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