5. KNOW YOUR PLACE





Scavenger hunts help focus students' attention and heightens their sense of **awareness** and **observation**. (Field trip / 30-45 minutes)

Connecting with Science Standards									
Strand/Category	Grade	Standard(s)	Benchmark(s)						
Life Science	4/5	Form, Structure, Habitats	Habitats, ecosystems						

Goal: Students will sharpen their observation skills as they use the Bottomless Lakes Bingo sheet to find and focus on plants, animals, rocks and other features at Bottomless Lakes.

Objectives:

- Focus attention
- Increase awareness
- Friendly competition

Materials:

- Pens/pencils
- Bottomless Lakes Bingo Sheet (print from color printer)
- Clipboards

Background

Bottomless Lakes State Park is part of a unique habitat. A surprising diversity of plants and animals call this area home. While plants can't run and hide, animals certainly can, which is why it's important to strengthen observation skills to pick out those important clued that might otherwise go unnoticed (or to find a hidden pair of eyes looking back).

An ecosystem is full of many different types of habitats. The area in and around Bottomless Lakes provides habitat for some very unique species than can live nowhere else (known as *endemics*. It also supports species that can live just about anywhere. This activity reveals the abundance of life found here, which students must look for carefully.

Procedure:

- 1. Have students work pairs.
- 2. Hand out all materials
- 3. Tell students to try and find as many of the animals, plants, etc as they can.
- 4. Remind students to stay on the trail and stay within sight of the class or adult.
- 5. Students will cross off each box as they discover that creature or feature. Remind them that they probably won't be able to mark everything off due to the season, weather and time of day.
- 6. Students can 'win' by crossing out a row, column, diagonal or having the highest number of findings.

KNOW YOUR PLACE/Bottomless Lakes Bingo Teacher Evaluation

Your feedback will help make the Outdoor Classroom Program a long-lived success. Please help us improve this activity and the BWBL curriculum by taking a few minutes to provide some constructive answers to the questions below.

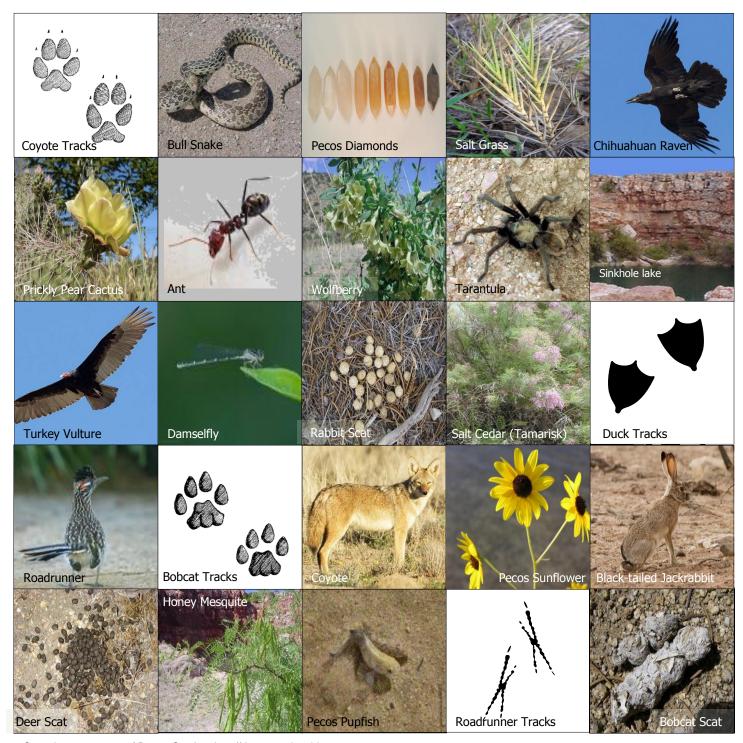
Date of field trip: Location			on of fie	eld trip: _							
School/City:			_ Grad	Grade:		# students:					
Your name:				Your	phone o						
1.	<u>In w</u>	hat capac	ity did yo	u use t	his activity?	(please	check or	ne) f	ield trip	classroom (pre-	or post-field trip)
2. Who led the activity? (please check one)youanother teacheragency staff											
3. Please rate your overall impression of this activity.											
Р	1 oor	2	3	4	5 Good	6	7	8		10 (please circle one)	
4. How well do you think it met the stated Goals/Objectives on the front page of the activity?											
F	1 Poorly	2	3	4	5 Fairly well	6	7	8	9 Righ	10 (please circle one) t on target	
5.	Hov	v well did	t complin	nent/s	upport classi	oom st	udy?				
Poi	1 orly	2	3		5 Fairly well	6	7	8	9 Riaht	10 (please circle or on target	ne)
					gained from						
E2. Hov	v did	you assess	learning	from t	his activity?						
E3. Wh	at wo	uld you su	ggest as (a pract	ical assessm	ent for j	future re	visions of	this activit	ty?	
E4. Wh	at els	e would yo	ou sugges	t to im	prove this ac	tivity a	nd/or the	: BWBL cu	ırriculum?		

Please fax this completed form to (505) 476-3361, Attn: Outdoor Classroom Program



V. Know Your Place Pecos River Bingo





Scat photos courtesy of Desert Survivor http://desertsurvivor.blogspot.com
Pecos Diamonds from New Mexico Bureau of Geology and Mineral Resources Photograph from Virgil Lueth
All other photos from New Mexico State Parks archives.