



Recommended 6th Grade Programs

Blue Jay's education staff loves working with 6th graders! Our one-hour programs are free and available for groups of 10-25 students plus chaperones. While our group programs are free, please be mindful that we are reserving this spot especially for your group—any cancellations must take place in writing at least 30 days in advance of your program date. **Programs go on rain or shine**—we have great indoor resources and activities to use when needed.

Call (919) 870-4330 or email bluejaypoint@wakegov.com to make a reservation.

● **Trees Beyond the Leaves** A dynamic combination of kinetic learning activities plus a field experience, in Trees Beyond the Leaves students will discover the inner workings of a tree (photosynthesis, transpiration and respiration) and investigate the physical characteristics of some of our common tree species to learn how trees survive, reproduce and defend themselves. This program includes a short hike. Student mobility challenges can be accommodated with advanced notice.

Essential Standards 6.L.1.1, 6.L.1.2, 6.L.2.1, 6.L.2.2 **Note to Group Leader:** This one hour staff-led program is greatly complemented by using one or more of the following Discovery Boxes (under your direction) immediately before or after the program. You may feel more comfortable leading some of these Discovery Boxes if you preview them first—email us at bluejaypoint@wakegov.com to arrange a preview or to reserve these boxes for your group's use.

TREE COOKIES 6.L.2.3

Length: 30 minutes –1 hour **Source:** Project Learning Tree
Area: Indoors or Outdoors – seated
Summary: Learn about the biotic and abiotic factors that can affect the growth rate of trees. Count the rings on a tree cookie to determine the age of the tree and then participate in a reflection/journaling activity as you create a “tree cookie” that represents your life!

EVERY TREE FOR ITSELF 6.L.2.3

Length: 30 minutes **Source:** Project Learning Tree
Area: Indoors or Outdoors – open area
Summary: Learn about the needs of trees and what happens when trees grow too close together and have to compete for their needs.

KEYING OUT TREES

Length: 1 – 1 ½ hours **Source:** Naturescope
Area: Indoors or Outdoors – seated
Summary: Practice using a dichotomous key to “key out” group members according to their physical features, then use the same technique to identify common leaves.

● **Piedmont Ecology 6** Students will enjoy kinetic learning activities to clarify the concepts of biotic/ abiotic and food chains before heading off on a hike to explore how biotic and abiotic characteristics affect the plants and animals in Blue Jay's field, forest and aquatic habitats that are parts of our temperate deciduous forest biome. Student mobility challenges can be accommodated with advanced notice. **Essential Standards** 6.L.2, 6.L.2.1, 6.L.2.3 **Note to Group Leader:** This one hour staff-led program is greatly complemented by using one or more of the following Discovery Boxes (under your direction) immediately before or after the program. You may feel more comfortable leading some of these Discovery Boxes if you preview them first—email us at bluejaypoint@wakegov.com to arrange a preview or to reserve these boxes for your group's use.

THE TRIAL OF FREDDIE THE FUNGUS 6.L.2.1

Length: up to 2 hours **Source:** Adapted from *The Trial of Freddie the Fungus*
Area: Indoors or Outdoors, seated from Tremont Institute
Summary: Participants explore the interconnectedness of all forest life. Students learn that human ethics/values cannot be placed on wild plants and animals while they act out and discuss this activity.

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OH DEER 6.L.2.3

Length: 30 minutes **Source:** Project WILD
Area: Indoors or Outdoors – open area
Summary: Learn about the components of habitat in this “move around” activity that will help students identify food, water, and shelter as three essential components of habitat; describe the importance of good habitat for animals; define “limiting” factors and give 3 examples, and recognize that some fluctuations in wildlife populations are natural as ecological systems undergo change.

DON'T TAKE A “LICHEN” FOR POLLUTION 6.L.2.3

Length: 30 minutes - 1 hour **Source:** Air and Waste Management Association:
Area: Marked Outdoor area with lichen Environmental Resource Guide—Air Quality
Summary: Participants learn about different kinds of lichen and how they act as bio-indicators for air pollution. The participants will evaluate the relative health of the environment they are studying based on the presence, diversity, and size of lichen in the area.

● **Pond Study 6** – Learn about aquatic insects, amphibians and more; how to identify them, and how they make their living in a watery world. The focus of a 6th grade pond study will include discussions of biotic and abiotic factors affecting the energy flow through an aquatic ecosystem followed by dipnetting in the Blue Jay Study Pond. This program which includes both indoor and outdoor learning experiences, takes place rain or shine—appropriate alternative indoor activities will be substituted when needed. Student mobility challenges can be accommodated with advanced notice. **Essential Standards** 6.L.2.1, 6.L.2.3 **Note to Group Leader:** This one hour staff-led program is greatly complemented by using one or more of the following Discovery Boxes (under your direction) immediately before or after the program. You may feel more comfortable leading some of these Discovery Boxes if you preview them first—email us at bluejaypoint@wakegov.com to arrange a preview or to reserve these boxes for your group’s use.

GUESS WHAT’S FOR DINNER? 6.L.2.1

Length: 30 minutes - 1 hour **Source:** Falls Lake State Park EELE
Area: Indoors or Outdoors - open area
Summary: Participants cheer on their favorite trophic level as they help energy flow through an aquatic eco-system in this food web-based activity.

DRAGONFLY POND

Length: 1 to 2 hours **Source:** Aquatic Project WILD
Area: Indoors
Summary: Learn to evaluate the effects of different land uses on wetlands. This activity requires small group decision-making on how to minimize damaging effects on wetlands during community development.

MACROINVERTEBRATE MAYHEM 6.L.2.3

Length: 45 minutes - 1 hour **Source:** Project WET
Area: Outdoors
Summary: Learn the effects of environmental stressors on the macroinvertebrate population of an aquatic ecosystem by playing a game of tag. Students will model different behaviors to learn characteristics of pollution intolerant and tolerant insects.

Blue Jay Point County Park
3200 Pleasant Union Church Road
Raleigh, NC 27614
www.wakegov.com/parks/bluejay