

INVASIVE SPECIES NEWS

Grades 6th-8th



Choose one of the following invasive species found in Florida:

1. Lionfish
2. Green Iguana
3. Burmese Python
4. Cane Toad



Write a newspaper article about your chosen invasive species.

Include the information below in your news report;

- A picture of the species.
- A description of the species.
- When was it first introduced into Florida? How did it get into Florida?
- Was it introduced by mistake or on purpose?
- What effect is this invading species having on the ecosystem-how is affecting other organisms living there?
- Is there anything being done to try to solve the problem?

You could also think about including:

- Quotes from a local environmentalist/homeowner/fisherman/ecologists/wildlife biologist saying how they feel about the problem.
- Information on how we can avoid other invasive species from making Florida their homes.

Once you complete your news content you can design a news page with photos and then share with your family, teachers and friends!



EXPLORE MY WATER FOOTPRINT

Grades 6th-8th



Water is an critical resource in Florida for humans and wildlife. This activity is designed to give you a greater understanding of how much water you and your family use and to consider ways to use water more efficiently.

1. Ask a grown-up to tell you how much water is used in one month at your house. This information can be found on a monthly water bill.
2. Divide this number by how many people live in your house. This will tell you how much water each person uses in one month.
3. Multiply this number by 12 because there are 12 months in one year. This will tell you how much water you use in one year.
4. Multiply this number by 79 because that is the estimated lifespan of a person. This will tell you how much water you will use in 79 years or one lifetime.

Compare your number with the following averages:

- The average American uses 88 gallons of water a day.
- The average American family uses more than 300 gallons of water per day at home. Roughly 70 percent of this use occurs indoors.



Going Beyond:

Try and find two ways you can conserve water at home and list them below.



ZOO HABITAT DESIGN

Grades 6TH-8TH



At the Zoo there are many people that help to create an animal's habitat. A lot of research and careful thought goes into designing and building habitats for the animals. Below is a list of factors that zoos consider when designing animal habitats:

- Shade or water that will help the animals to cool off in the hot Florida sun.
- Create areas where animals can perch, rest, nest, or have privacy from zoo visitors.
 - Safety for both animals and guests (adequate barriers between them).
 - Feeding and drinking water stations or areas.
- Doors or gates so zoologists can safely clean the habitat and care for the animals.
 - A sign that tells the visitors about the animals in the habitat.
- Design structures for the animals to climb, dig, run, sleep, swim, fly, and run.

With all this in mind, you can now design a habitat for your animal(s) on the following page. Make sure you consider all the factors above and ways to keep your animal(s) active and healthy. Below you can list the names of your animal(s) and their adaptations.

Animal Name(s): _____

List three of your animals below and an adaptation that is important for their survival and why. If you only have one animal in your habitat then list three adaptations below and why they are important to the animal's survival.

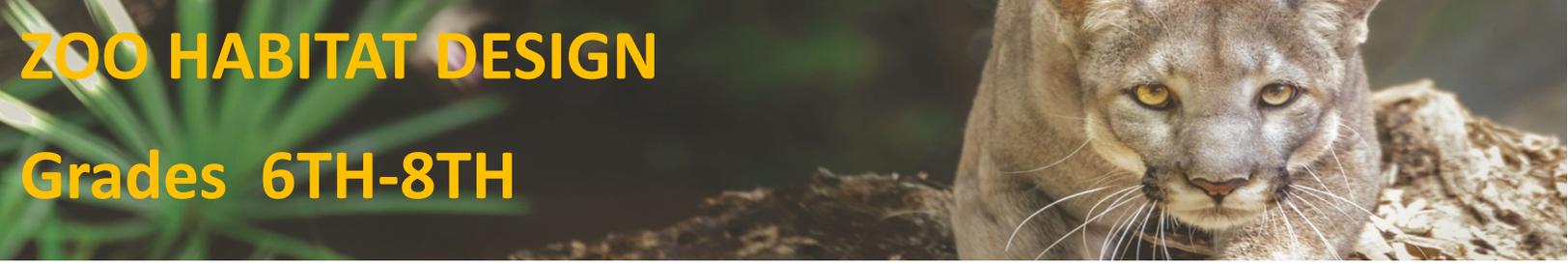
1. _____

2. _____

3. _____

ZOO HABITAT DESIGN

Grades 6TH-8TH



A large, empty rounded rectangular area with a green border, intended for students to draw their zoo habitat design.