



## Ecosystem Stroll

1. What are the two categories of benefits that can result from developing a schoolyard ecosystem?  
*Pages 1-5 - Educational and Environmental*
2. How can a schoolyard ecosystem benefit each of these?
  - a. Wildlife – *restore degraded habitat; provide habitat; improve water quality*
  - b. Teachers – *present info relevant to Florida; minimize need for field trips*
  - c. Students – *develop positive attitudes towards the environment; learn environmental concepts*
  - d. Community – *opportunities for community involvement; reduce risk of skin cancer; instill sense of land ethic; reduce water use in landscaped areas*
3. Whom would you invite to serve on a planning committee? Be prepared to discuss each person's role. *Pages 8-9 -*  
*Principal or assistant principal; custodian; grounds maintenance people; teachers; student council rep; PTA rep; landscape architect; 4-H, scout or other youth group leaders; county extension staff/master gardener; local forester; member of conservation organization*
4. What is a good minimum size for a schoolyard ecosystem?  
*Page 18 – an area approximately 100 square meters*
5. Name four things to consider when planning the location of your site.  
*Pages 18-23 – size; school area or vehicular circulation; visibility; aesthetics; utilities; activities and other programs; drainage pattern; construction regulations; maintenance requirements; water accessibility; connection between upland and wetland areas; existing vegetation and natural areas; adjacent land use*
6. What are the three most common upland ecosystems listed for north Florida. Which one would you choose for your school? Why?  
*Appendix E – Sandhill, Harwood Hammock and Flatwoods*
7. Explain the use of a grid in planning your ecosystem.  
*To put the plan on paper, record existing objects and their size, create a design and determine spacing of a plant arrangement – which will result in a blueprint for installing the ecosystem*
8. Name at least three safety considerations to keep in mind while planning and installing your ecosystem.  
*Page 9 - Potentially harmful animals, potentially harmful plants, and water concerns*

9. Besides trees and other plants, name three other elements that would enhance your ecosystem.  
*Page 37 and Appendix D – Bird houses, rock or brush piles, burrows, ponds, boardwalks, benches and other things that increase habitat value or student use of the ecosystem*

What are the animals listed that will use the non-plant element burrows?

*Frogs, toads, snakes, lizards, turtles, mice and insects*

10. How large should the buckets be for the drift fence arrays? *Page 47 - 5-gallon bucket*  
What type of animals do you sample with the drift fence? *Invertebrates, amphibians and reptiles*
11. How many native mammal species are there in Florida? *Page 49 - 94*  
What methods would be used to survey them? *Track stations and Sherman livetraps*
12. What is the recommended procedure for removing trees and shrubs from plastic containers?  
*Page 58 - Lay the container on its side, gently squeeze the container to loosen the plant and soil, try to remove the plant by gently pulling on the trunk and the soil ball while also actually pouring the plant out*
13. How would YOU use your schoolyard ecosystem?  
*Chapter 6, page 69 – as an extension of your regular classroom, an outdoor classroom/living laboratory*
14. How can you evaluate the success of your schoolyard ecosystem?  
*Chapter 7, page 73 – pre and post assessments to document change in knowledge and attitudes*

