

Nightwalk & Duskwalk Pre-Post Trip Activities

Activity 1. The Art of Storytelling

Constellations are a group of stars that form a recognizable pattern. Many constellations are named after mythological creatures and people, and are used to tell stories about the extraordinary things that they have accomplished. Have students think of an extraordinary accomplishment from their life to make a story about. With their story, they should also create a constellation that symbolizes their extraordinary tale.

Activity 2. “Who am I?”

Animals active during the day are diurnal, animals active at night are nocturnal, and animals active at dawn/dusk are crepuscular. This activity is similar to charades. Each student will come up with a riddle for the rest of the class to figure out what animal they are describing. Assign each student an animal (no sharing) and have them create a riddle that tells when the animal is most active, what type of unique adaptation the animal has, some vague physical features, and what habitat they are found in. The class gets five guesses before the presenter has to reveal their animal.



Activity 3. The Blind Naturalist

Have students pretend they are a naturalist studying unknown objects in the dark. Test their sense of touch by guessing objects in the mystery boxes. Place a different object in each one of the boxes. Make sure the boxes are closed and the hole is located on the side of the box. Sometimes it is a good idea to tape a piece of paper on the top of the box to discourage students from looking into the box through the hole. Each student takes turns touching the objects in the boxes. They then write down a description of each object. Encourage the students to be as detailed as possible. Have the students guess what is in each of the boxes. Ask each student to try to draw what is in the boxes by touch alone. Have a class discussion about their experiences.

Activity 4. Conflicting Senses

Choose a clip from a song, about 10–20 seconds long. Assign a few students to listen to the song while the rest of the class make noise (talking, whistling, singing other songs, etc.). Ask the students assigned to listening to the song to remember the song lyrics. Repeat the activity, but now with the students trying to listen to the song closing their eyes. How well did the student hear now?

Activity 5. What if You Had Animal Eyes?!

Students will explore animal eye adaptations by imagining to have them themselves. Have students choose different animals out of a hat and research their habitat and adaptations to survive. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. After they have an understanding of their animal's adaptations, they will create a self-portrait featuring the specialized eyes! Some good animals to use are: chameleon, golden eagle, dragonfly, clouded leopard, bullfrog, four-eyed fish, yellow mongoose, colossal squid, llama, desert horned viper.



Activity 6. Nocturnal Species and Adaptations Research

Have students research a nocturnal species finding facts about the species as well as adaptations that help them survive at night. Have students present their species and findings to the class.

Activity 7. Crepuscular Species and Adaptations Research

Have students research a crepuscular species finding facts about the species as well as adaptations that help them survive at dawn and dusk. Have students present their species and findings to the class.

Activity 8. Constellation Finders

Have each student take a piece of paper and make lots of points on it so it looks like stars in the sky. Have students swap papers. Find and trace a constellation in the stars and make up a short story to go with it.

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