

*Walk on the Wild Side: Explore Your Public Lands* is designed to introduce young people to some of our country's greatest resources: our public lands. We hope that you will be able to use the booklet in presentations to school groups, youth organizations, and at National Public Lands Day events and other volunteer events. You may want to make it available at BLM visitor centers as well. You might even consider developing some type of award program for young people who complete all the activities. A button or badge might be a suitable incentive.

The activities in this booklet are intended for third-through-fifth graders. However, we've included enough background information to orient adults as well. In presentations, you can highlight those topics that apply to your local area. Consider making copies of activity pages that are particularly relevant to the group, and then leaving the entire booklet with the teacher to use in the days following your visit. Here are a few other ideas for your presentations.

1. Younger children may need more simplified background explanations before they can complete some of the activities. For instance, some may not have studied a map before and will be unsure of what it represents.
2. Young children are very concrete in their thinking; they like certainty and tangible learning opportunities. Wearing the clothes and carrying the tools and equipment that you would use if you were going to the field provide an instant eye-catcher. Letting the students, a few at a time, look in your backpack and examine your clipboard, magnifying glass, and other work materials is an easy and effective teaching strategy.
3. Introduce yourself and ask a provocative question, such as "Do you know who I work for? I work for you!" Tell the class that you are going to tell them about their land. Always try to make information relevant to them.
4. When introducing a new word, it is a good practice to have the students say the word back to you two or three times. In your wrap-up, ask them to say the new words and tell you what they mean.
5. Be careful about trying to convey too much information at once. Leave time for interaction and to tell the students about yourself and your job.
6. It is a good idea to talk with the teacher before you visit the class to find out how your topic fits with the classroom curriculum. Refer the teachers to the Standards of Learning in the front of the booklet. Also ask what equipment will be available, how many students you will be addressing and their grade(s), and if there are any special considerations you should plan for, such as students with disabilities.
7. To continue the learning after you leave, let students and teachers know how they can connect with more BLM learning resources, such as the Environmental Education website, and various teaching materials.