

Topic: Plants & Water
Grade Level: 5
Unit Length: Six modules

Unit Overview

Fifth grade scientists investigate how mulch affects the growth of seedlings and the retention of soil moisture in Moro Canyon. Throughout this unit, they identify how the environment has changed, design a model to show ecosystem interactions, create a hypothesis, record data via video, analyze the data, and share their findings back with Crystal Cove State Park.

Essential Questions:

- How has Moro Canyon's landscape changed over time?
- What is the best way to restore Moro Canyon's coastal sage scrub ecosystem?

NGSS Performance Expectations

5-LS1-1
5-LS2-1
5-ESS3-1

NGSS Crosscutting Concept Systems & System Models

Welcome to Crystal Cove Conservancy's Project Crystal! As you and your students take part in real restoration ecology research at Crystal Cove State Park, you'll help researchers and land managers learn how best to restore degraded habitat in Southern California.

Project Crystal is the result of a unique partnership between Crystal Cove Conservancy, UC Irvine's Center for Environmental Biology, UC Irvine's School of Education, Crystal Cove State Park, and local educators. During this multi-week program, fifth grade scientists are introduced to the concept of ecological restoration and how communities are using it to protect places like Crystal Cove's Moro Canyon. By engaging in the practices of science, students develop a deep understanding of how environmental systems operate over time and build skills to engage in environmental research that can inform land management decisions.

Normally, Project Crystal involves an integrated curriculum that links classroom learning to two field trips to Crystal Cove State Park. During the 2020-2021 school year, as a result of COVID-19, we have adapted Project Crystal so that students can participate virtually. Video Field Trips and other technology-supported investigations take the place of in-person visits to the park.

Just like always, Project Crystal is provided free to participating fifth grade teachers and students.

If you would like more information on the program or would like to officially join, please contact Kaitlin Magliano, Crystal Cove Conservancy Education Coordinator, by emailing kaitlin@crystalcove.org.

Who We Are

Crystal Cove Conservancy is the nonprofit public benefit partner to Crystal Cove State Park, supporting important preservation, education, and conservation initiatives to cultivate our planet's next generation of environmental stewards ensuring that Crystal Cove, and places like it, live on for generations.

The Conservancy's unique STEM (Science, Technology, Engineering, Mathematics) education programs use community science to immerse students and the public in becoming good stewards of our environment. During our programs, students take part in real scientific investigations, working alongside researchers and land managers to investigate challenges faced by Crystal Cove State Park. Student findings inform real land management decisions, and past student data has even been included in academic publications, furthering our understanding of how best to protect wild places like Crystal Cove State Park.

For questions regarding Project Crystal curriculum, program booking, and logistics, please contact:

Kaitlin Magliano

Crystal Cove Conservancy Education Coordinator

(949) 415-8493

[*kaitlin@crystalcove.org*](mailto:kaitlin@crystalcove.org)

Our Philosophical Approach to Science Learning

Crystal Cove Conservancy's STEM education programs are anchored in the idea of science-as-practice: that the best way to learn science is to do science. All of our programs integrate a three-dimensional approach to learning that aligns with the Next Generation Science Standards.

Our commitment to science-as-practice means that your students will really be helping to advance scientific knowledge as they participate in our STEM education programs. The research that they take part in is real, addressing real questions from scientists and land managers. Every year, we go into our program season unsure of what they'll find. Student data has even been included in scientific journal articles, like ***Dr. Kimball's article*** that was published in *Conservation Science and Practice*.

We also ground our work in sociocultural approaches to learning. We believe that people learn best by engaging in conversation with each other. Explaining reasoning out loud, asking questions of our peers, and responding to critique allows us to develop and test our ideas about how the world works. It also mirrors how professional scientists work by engaging in discussion and challenging ideas together.

Our Approach to Equity & Access

We believe in an assets-based approach to environmental education. The environmental movement has a long history of systematically excluding Black, Indigenous, and People of Color from both the movement itself and from parks and other outdoor spaces. Through programs like Project Crystal, we aim to empower youth so that they know that they can make a meaningful contribution to conservation.

We also recognize that all learners are natural scientists who possess an innate curiosity about the world. When students take part in Project Crystal, they are not learning to do science from scratch, but are practicing and refining the scientific skills that they already possess. We want to honor the fact that all of our participants have had prior meaningful experiences with nature. Through the Explore at Home extensions, we want to offer opportunities for students to connect learning about the park to their own families, homes, neighborhoods, and communities.

We are deeply committed to improving accessibility to our programs. Videos are close-captioned, and we've provided family-oriented materials in Spanish and English. If you need a different language or other technology to make the program more accessible for your students, please let us know by contacting Kaitlin at ***kaitlin@crystalcove.org***.

Introduction to the Ecological Problem

Southern California's coastal sage scrub (CSS) plant community is an incredibly diverse ecosystem, but it has been incredibly impacted by development and human activity. As invasive plants such as black mustard dominate its original range, CSS has also come to be threatened by drought and other pressures created by climate change. Today, only 20% of our original coastal sage scrub range remains.

Crystal Cove State Park's Moro Canyon offers an ideal laboratory to study how best to restore coastal sage scrub and help our native CSS plants thrive. During the 2020-2021 school year, our investigation will focus on the use of mulch in restoration. You may have seen mulch around your school or even used it in a garden at home. Land managers use mulch to help retain moisture in the soil, to stop invasive plants like black mustard from sprouting, and to provide nutrients as it decomposes.

In Summer 2018, as we were first deciding what research question to investigate next, one of Crystal Cove State Park's land managers, Dr. Riley Pratt, raised the question of whether the type of mulch impacted restoration success. Usually, when Crystal Cove State Park used mulch, they would purchase a wood chip mulch, similar to what you might use in your garden. However, when black mustard dies, it often degrades into a straw-like thatch. Dr. Pratt wondered if that thatch could be as effective in coastal sage scrub restoration as the more expensive woody mulch.

That simple question developed into the mulch experiment that your students will be able to help us with this year. We want to know whether woody mulch or straw-like mulch is most effective at helping native seedlings grow.

Driving Question

What kind of mulch is better to use when restoring coastal sage scrub habitat: woody mulch, straw-like mulch, or no mulch?

Testable Research Questions

Research Question (1): Soil moisture. Where will the soil moisture be highest, and where will it be lowest: in plots with woody mulch, straw-like mulch, or no mulch?

Research Question (2): Seedling growth. Where do seedlings grow the most and where do they grow the least: in plots with woody mulch, straw-like mulch, or no mulch?

Learning Outcomes

During Project Crystal, students will be immersed in the practices and processes of scientific research as they take part in an ecological experiment at Crystal Cove State Park. By participating in the full program, they will build a broad understanding of plant ecology, the water cycle, and how professional and community scientists can use science ideas to protect wild places like Crystal Cove State Park.

<i>By the end of the program, your students will be able to...</i>	<i>You can assess this using...</i>
1. Participate productively in scientific practices and the discourse of science.	Observations of student discussions throughout the program
2. Compare coastal sage scrub plant community landscape to a degraded landscape, and reflect on what might have caused these changes.	Observations of student discussions and science journals in Module 1
3. Construct a visual model of a coastal sage scrub plant community that shows (1) how water moves through the ecosystem and (2) how system components impact the growth of a native plant under different conditions.	Student models, created in Module 2 and revised in Module 4
4. Use evidence from their observations to support an argument that plants get what they need to grow chiefly from air and water.	Science journals in Module 3
5. Use their model to make hypotheses about the effects of different types of mulch on water use and plant growth.	Hypotheses in Module 4
6. Describe why scientists must test their hypotheses by designing an experiment, collecting data, and using that data as evidence to support their claims.	Science journals and reflections in Module 5
7. Use ideas about statistics to compare seedling and soil moisture data across different treatments, both verbally and in the form of a graph.	Final presentation and/or science journals and observations of student discussions in Module 6
8. Construct evidence-based explanations about the effects of using different types of mulch on soil moisture and seedling growth.	Final presentations and/or science journals and reflections in Module 6
9. Communicate findings of the investigation with their teachers, parents, and environmental researchers using appropriate representations of data.	Final presentations in Module 6
10. Reflect on how individual communities can use science ideas to protect places like Crystal Cove State Park.	Reflections in Module 6

Next Generation Science Standards Alignment

The Project Crystal program is aligned with the three-dimensional approach of the Next Generation Science Standards. As students engage in community science research that focuses on a specific disciplinary core idea, they utilize science practices to plan and carry out investigations. Our programs frame science investigation through the crosscutting concept lens of Systems & Systems Models, challenging students to think about the visible and invisible interactions that affect environmental systems at Crystal Cove State Park.

By taking part in the six modules, students will be able to demonstrate understanding in the following areas:

Performance Expectations

- **5-LS1-1.** Support an argument that plants get the materials they need for growth chiefly from air and water.
- **5-LS2-1.** Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
- **5-ESS3-1.** Obtain and combine information about the ways individual communities use science ideas to protect the Earth's resources and environment.

Science Practices

1. Asking questions
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

Crosscutting Concept

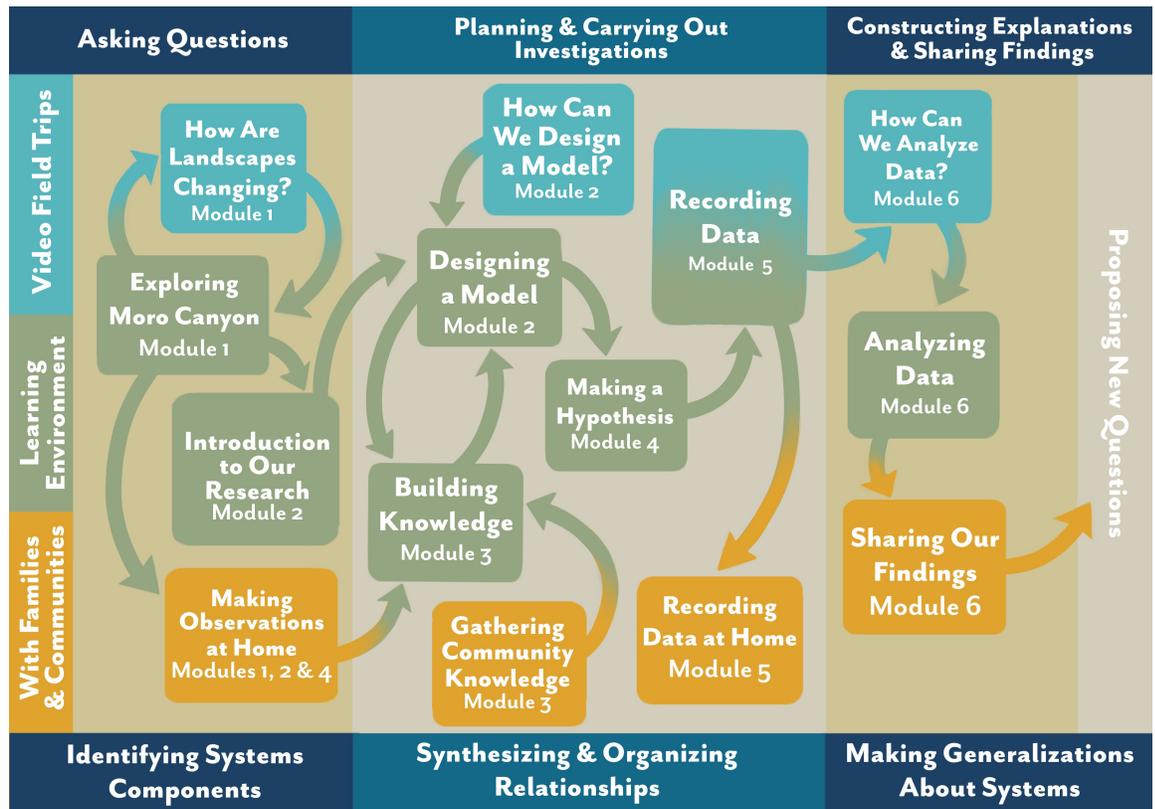
- Systems and System Models

Module Overview

1 <i>Welcome to Moro Canyon!</i>	Students are introduced to the initial phenomenon of how Moro Canyon’s landscape has changed over time. As they reflect on these changes, they begin asking questions about how they might help.
2 <i>Designing Our Model</i>	Students meet Dr. Kimball, the team ecologist, and are introduced to the research topic for the year. They develop a representational model showing how they believe mulch affects the growth of native seedlings.
3 <i>Digging Deeper (optional)</i>	In this optional session, students dig deeper into the science behind Project Crystal as they participate in short investigations focused on the water cycle, plant growth, and plant use of water.
4 <i>Making Our Hypothesis</i>	Drawing on what they’ve learned from Module 3, students update their model and use it to make a hypothesis.
5 <i>Collecting Our Data</i>	During a live Video Field Trip to Crystal Cove State Park, students help Crystal Cove Conservancy staff collect data at the research site, and then reflect on their initial impressions.
6 <i>Analyzing Our Data</i>	In this final session, students analyze their data using an online platform called Sage Modeler, and then use their data as evidence to make a recommendation to Crystal Cove State Park.

Project Crystal is divided into six connected modules, which integrates NGSS Science & Engineering Practices and a Systems Thinking framework. Each module consists of 5-6 learning activities, which average about 30 minutes each.

Storyline graphic design based on *Learning in Places*
learninginplaces.org



Basic Module Structure

Each module within Project Crystal is broken down into 5-6 learning activities, which generally take between 20-30 minutes each. These sections align with the five components of the 5E Learning Cycle (although we use slightly different names).

Launch (or Engage)

At the start of every module, a Google Slides presentation introduces students to that section's driving question. Students watch an introduction video and then take part in a short activity that sets the stage for what they will be exploring. You can choose to present these Google Slide presentations to the whole class, or have students go through them individually on their own time. They generally take **20-30 minutes**.

Explore

Next, students take part in short investigations related to the module's driving question. Each investigation takes **30 minutes**.

During four of the six modules, students can take part in a *Video Field Trip*, where Crystal Cove Conservancy staff livestream with them from Moro Canyon. You can choose to schedule the Video Field Trips at a specific time with your class as a webinar, ask students to join a public event on YouTube (which are scheduled bimonthly), or have your students watch the video of a previous public livestream.

Share (or Explain)

Students share their observations and discuss their ideas with their peers. These discussions can take place in person or on Zoom, and can be run as a whole class or in small groups. For each *Share* section, we've included a Google Slides presentation with suggested science discussion norms, sentence starters, and suggested questions to get you started! They typically take **20-30 minutes**.

Extend

During an optional Explore at Home investigation, students connect their experiences in Moro Canyon to their community at home. These investigations include outdoor options for exploring in their backyard, on their balcony, or in their neighborhood, along with indoor options that students can use to safely explore inside their apartment or house. Family-friendly instructions are provided in English and Spanish. They generally take about **30 minutes**.

Reflect (or Evaluate)

At the end of each module, students watch a video prompt and reflect on what they've learned so far. You can have students respond on our public Padlet or Flipgrid for each session, or set up a private discussion board or other platform that is unique for your class. We suggest choosing one consistent format to use for your class's responses throughout the entire program. These should take **15-20 minutes**.

Technological Platforms

Throughout Project Crystal, we use a few different technological platforms to support student learning. If you prefer another platform that serves a similar purpose, please feel free to substitute it in!

Google Slides

Most of the program's presentations are hosted on **Google Slides**, with videos embedded from our **Crystal Cove Conservancy Education Youtube** account. Due to school permissions, you will likely need to make a copy of each Google Slides presentation on your school Google account so that students can access it.

Padlet

Padlet is a collaboration platform similar to an online bulletin board. Throughout Project Crystal, we use Padlet **as an online discussion board** where students can ask questions or share their thoughts.

If you'd like to start your own padlet for your class, free accounts can create up to three Padlet boards. Pro accounts, which let you create unlimited boards, start at \$8/month. If you don't have access to Padlet, you might consider using **Google Jamboard** or another **online collaborative whiteboard** instead.

Flipgrid

Flipgrid is a free online platform for sharing short videos. We recommend using it as a platform for students **to share their reflections**. If you prefer, you can choose another method instead, including writing a reflection in their science journal or posting on a class discussion board.

Zoom (with Mentimeter)

Crystal Cove Conservancy uses **Zoom** as our regular platform **for Video Field Trips**. During live programs, we may ask students to visit the **Mentimeter** website so they can share their ideas with us live.

Thinglink

Thinglink is an easy-to-use platform that allows organizations to create interactive photo maps that users can click on and explore -- including 360-degree photos. In Project Crystal, students will use Thinglink **to take a virtual hike** through Moro Canyon. (You will not need to know how to use it, other than demonstrating how to access the virtual hike!)

Sage Modeler

SageModeler is a free, online modeling tool that can be used to create data visualizations and to build computer simulations of systems. In Project Crystal, we'll use a special pre-programmed model **to create graphs of our data**, which students can use to make inferences about their findings. You may also choose to have students create their initial model on SageModeler instead of on paper.

If you prefer another platform that serves a similar purpose, please feel free to substitute it in. If you or your students have any trouble accessing the slideshows or videos, please contact Kaitlin at kaitlin@crystalcove.org!

Decisions to Make

Before beginning Project Crystal, it will be helpful to think through how you want to integrate and support a few key aspects of the program. Below, you'll find more information on four key decisions that you may want to make.

Supporting Collaboration

We often learn science best by engaging in discussions and collaboration, but COVID-19 restrictions and time limitations make it challenging to support collaboration. As a result, it's worth thinking ahead about ways that you can intentionally support student collaboration.

If you are teaching in a hybrid or digital environment, you might consider some of the following options to support student interaction and collaboration.

- **At the start of the program**, divide students into small research teams. Give them opportunities to check in regularly with each other as they go through the lessons, whether independently or in structured small group time.
- **During the Explore section of each module**, take part in the Video Field Trips to give students a shared experience with their peers. You may also consider if you have time during hybrid learning to run select investigations safely in person.
- **During the Share section**, give students the opportunity to discuss their findings as a class or in small groups. These discussions could take place on Zoom or in person.
- **During the Reflection section at the end of each module**, ask students to respond to 2-3 other students' reflections after completing their own.

Assessing Student Work

Assessment can be challenging during COVID restrictions, so it is worth thinking ahead about how you will monitor and assess student learning. In the module lesson guides, we've identified learning outcomes for each module, along with suggestions for assessments.

- **For formative assessments**, you can observe student science journals and other student-created work, monitor students during discussions, and have students share a personal reflection at the end of each module.
- **For summative assessments**, you might decide to use our pre- and post-program learning assessments or have students or student research teams create a final presentation that you can grade with a rubric.

Integrating Science Journals

Throughout Project Crystal, students are encouraged to use science journals to make observations, respond to questions, and reflect on their own thinking. This is intended as a teaching tool to support metacognition and as a support to get students away from computers and into the real world for at least a portion of the program. Before beginning the program, we recommend thinking through the logistics of the science journals.

- ***What kind of journal do you want students to use?*** We suggest using a physical science journal, like a notebook, notepad, or paper stapled together. Individual Google Docs also work for a digital option. If you would like to provide students with more scaffolding or want to give everyone printed pages, you will find a complete set of scaffolded science notebook pages here.
- ***What guidelines will you give students?*** Update the Module 1 Launch slideshow to include any details that may be specific to your class.
- ***How will you assess the science journals?*** Consider whether you want to collect the journals, or if it's better to ask students to share photos of their entries so that you can assess their learning.

If you are at a Title 1 school in Orange County, Crystal Cove Conservancy does have some funding to provide simple notebooks for your students. Please contact Kaitlin Magliano by emailing kaitlin@crystalcove.org if you would like to request this!

Choosing a Format for Discussions & Reflections

In each of the six modules, students will have the opportunity to participate in a discussion to share their ideas with their peers, and to reflect on what they've learned by responding to a provided prompt. Before starting the program, we recommend deciding what format you would like your class to use for these discussions or reflections.

- ***Where will you host group discussions?*** Although you may choose to run discussions in different formats throughout the program, we recommend establishing a set of science conversation norms in Session 1 and sticking to them throughout each module.
- ***How will you have students share their reflections?*** We recommend choosing one consistent format for reflections to use throughout the entire program. You can have students share their reflections on our public Padlet site or Flipgrid site, or host the video prompt on your own platform of choice.

Focus: Changing Landscapes

Grade Level: Fifth Grade

Module Length: 2-3 hours

Driving Questions

- How has the landscape in Moro Canyon changed over time?
- Is Moro Canyon worth protecting?

NGSS Links

- Asking Questions

Systems Thinking Characteristics

- Identifying System Components & Processes

In the first module of Project Crystal, students are introduced to the phenomena of how Moro Canyon's landscape has changed over time.

During a Video Field Trip to Moro Canyon, they meet Crystal Cove Conservancy staff and are invited to help protect the ecosystem there. They then explore Moro Canyon's coastal sage scrub ecosystem virtually, ask questions about how the landscape has been impacted by humans, and reflect on why we might want to protect it.

Learning Outcomes & Assessments

<i>By the end of this module, students will be able to...</i>	<i>You can assess this using...</i>
1. Use a field guide to identify plants and animals in Crystal Cove State Park's Moro Canyon.	Science journals
2. Compare and contrast coastal sage scrub and degraded landscapes in Moro Canyon.	Observations of class discussion
3. Describe how the history of Moro Canyon has affected and changed its landscape.	Science journals, Observations of class discussion
4. Reflect on why it is important to protect Moro Canyon.	Individual reflections

Module Sequence

Section	Session Title	Length	Format
Launch	<p><i>Welcome to Virtual Project Crystal</i></p> <p>Students are introduced to Project Crystal and meet the project team through short videos. Afterwards, they set up their science journals and use them to record three things that they wonder about Moro Canyon.</p>	30 minutes	Whole class or Individual
Explore	<p><i>Video Field Trip: Moro Canyon's Changing Landscape</i></p> <p>On a live videoconference call, students meet a Crystal Cove Conservancy educator and explore how Moro Canyon is changing.</p>	45 minutes	Whole class
	<p><i>Moro Canyon Virtual Hike</i></p> <p>Students use Thinglink to go on a virtual hike through Moro Canyon and use their science journal to record their observations about the ecosystem.</p>	30 minutes	Short introduction with whole class, then individual
Share	<p><i>Sharing Thoughts on Moro Canyon</i></p> <p>In a group discussion, students share their initial ideas about how Moro Canyon's ecosystem has changed over time, and why we might want to protect it.</p>	20-30 minutes	Whole class or small groups
Extend	<p><i>Explore at Home: Science Journaling (Optional)</i></p> <p>Students use their science journal to make observations about a nature object that they find at home.</p>	30 minutes	Individual
Reflect	<p><i>Do you think Moro Canyon is worth protecting?</i></p> <p>Students share their thoughts on whether they think it is important to protect Moro Canyon.</p>	15 minutes	Individual

Virtual Materials

- Module 1 Introduction Slideshow: <https://bit.ly/2EJBjq6>
- Virtual Hike Thinglink: <https://bit.ly/3499tMm>
- Module 1 Discussion Slideshow: <https://bit.ly/36ilNwD>
- Module 1 Explore at Home Slideshow: <https://bit.ly/3j9Et5u>
- Module 1 Reflection Video Prompt:
 - Option 1: Flipgrid: <https://bit.ly/3l7i0qn>
 - Option 2: Padlet: <https://bit.ly/3i59mGM>
 - Option 3: Video to host on the private platform of your choice: <https://bit.ly/3kVCySp>

Each student will need...

- Science journal and pencil

Before You Start Teaching

- Copy over the *Launch Slideshow*, *Share Slideshow*, and *Explore at Home Slideshow* to your own Google Drive account.
- Decide how you will have students set up their science journals. In your copy of the *Launch Slideshow*, update *Slide 7* with your chosen directions.
- Decide how you will host the Share discussion for this module. If your class already has established science communication norms, open your copy of the *Share Slideshow* and update *Slide 3* with your discussion guidelines and *Slide 4* with any sentence starters.
- Decide how you want students to share their reflections. They can post their thoughts publicly on Crystal Cove Conservancy's *Flipgrid* or *Padlet*, or you can host the discussion prompt video on the platform of your choice.

Learning Sequence

Launch

Welcome to Virtual Project Crystal (20-30 minutes)

Slideshow Link: <https://bit.ly/2EJBjq6>

In this introductory slideshow, Kaitlin welcomes students to Project Crystal and introduces some of the Project Crystal team members that your students will meet during their experience. Students also learn how to set up a science journal, which they will use throughout Project Crystal to record their observations, reflections, questions, and data. They make their first science journal entry by writing down what they wonder about Moro Canyon.

This slideshow can be assigned independently or shared with the whole group. Students can look at the Google Slides presentation and watch videos on their own, or you can choose to present it to the whole class.

Explore

Video Field Trip: Changing Landscapes (45 minutes)

This virtual field trip introduces students to the big problem faced by natural resource managers in Crystal Cove State Park. In a synchronous video conference with Crystal Cove Conservancy staff live from Moro Canyon, students compare two types of landscapes in Moro Canyon -- coastal sage scrub habitat and the degraded landscape dominated by black mustard -- and share their observations and initial ideas.

You can schedule a Video Field Trip program for your class with us at a time that is convenient for you, or have your students join a public livestream on YouTube, which will be scheduled quarterly. All public livestreams will also be available afterwards to watch asynchronously. Contact Kaitlin Magliano at kaitlin@crystalcove.org to schedule your Video Field Trip.

Investigation: Moro Canyon Virtual Hike (30 minutes)

Thinglink Link: <https://bit.ly/3499tMm>

In this investigation, students take a virtual hike through Moro Canyon using Thinglink, a fun, easy-to-use online platform that lets you explore interactive 360-degree photos. During the virtual hike, students use their science journals to record their observations and reflections as they use online field guides to identify the unique plants and animals of Crystal Cove's coastal sage scrub ecosystem and make observations about how human impacts have changed the park over time.

Before sharing the Thinglink with your students, you may want to introduce the virtual hike to the group and briefly demonstrate how to navigate the Thinglink:

1. Tell students that they'll be taking a virtual hike in Moro Canyon to explore how the landscape has changed and learn about the plants and animals there.
2. Pull up the Thinglink overview and demonstrate how to click on the first stop (which is labeled with the number 1). Once you enter the first 360-degree photo, show students how they can use their mouse to scroll around and click on different points of interest to explore the area.
3. Remind students to have their science notebooks ready: Kaitlin will ask them to use field guides to identify different plants and animals on their hike, which they should record down in their science journals. She will also ask them to write down what they wonder about or reflect on what they see.
4. Demonstrate how to click on the arrow to move to the next stop on our virtual hike.
5. Remind students that at the end of the hike, they'll share their observations during a class discussion!



Share

Discussion: Sharing Thoughts on Moro Canyon (20-30 minutes)

Slideshow Link: <https://bit.ly/36ilNwD>

Once students have taken part in the Explore activities, this discussion lets them share what they've noticed and learned about Moro Canyon. This discussion can take place on Zoom or in the classroom, either as a whole class or in small breakout groups.

Since this is the first discussion of the program, you may want to review science communication norms and sentence starters with students before getting started. Suggested norms and sentence starters are included in the Google Slides presentation, although you can edit them or use your own!

Extend

Explore at Home: Science Journaling (30 minutes)

Slideshow Link: <https://bit.ly/3j9Et5u>

Family Directions (English): link

Family Directions (Spanish): link

During this optional Explore at Home Investigation, your students will step away from the screen and practice using their science journal to record their observations of nature around their home. They choose a nature object (which can be a leaf, a rock, a fruit or vegetable from the kitchen, or something they've found around their home), draw a picture of it, and then respond to three sentence starters to share their thoughts about it.

As an extension, you might choose to have students share their nature object with their classmates, either during a small group discussion or by filming a video for Flipgrid or another platform, or encourage them to share their nature object with a family member or friend.

Reflect

Reflection Question: Do you think Moro Canyon is a place worth protecting? Why or why not? (15 minutes)

Flipgrid Link: <https://bit.ly/3l7i0qn>

Padlet Link: <https://bit.ly/3i59mGM>

Video Link: <https://bit.ly/3kVCySp>

At the end of the module, students reflect on whether or not Moro Canyon is a place worth protecting, and share some initial ideas on how they might restore a place like Moro Canyon.

If you'd like, you can have students share their reflections to the broader Project Crystal community of students on our public [Padlet](#) or [Flipgrid](#) pages. You can also use the video reflection prompt with Kaitlin on your own discussion platform of choice, such as a private Padlet or Flipgrid for your class.