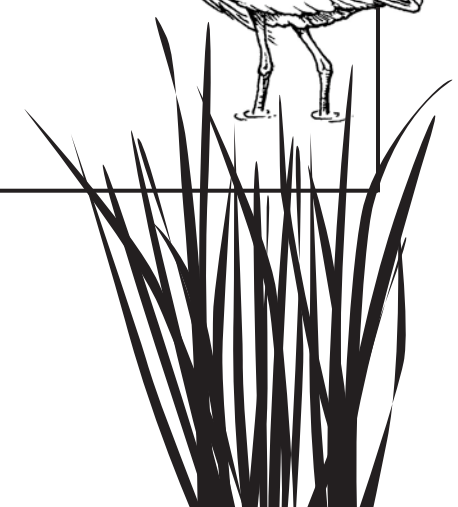
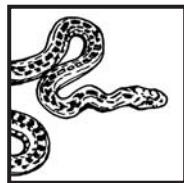
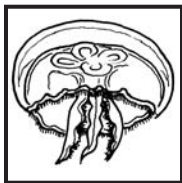
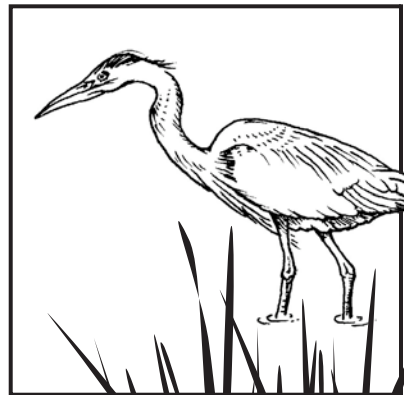
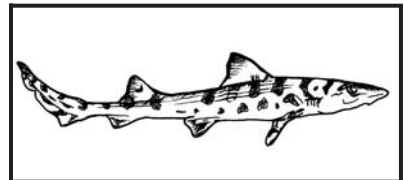
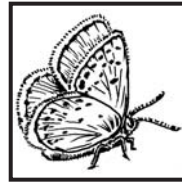
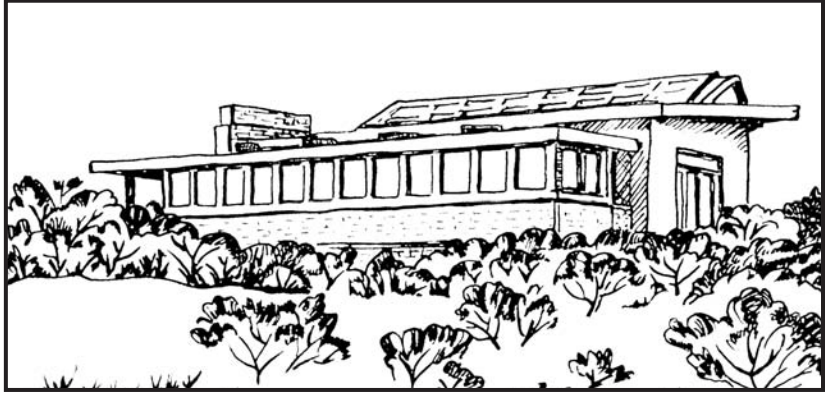


Calling Nature HOME

Restoring Environmental Justice in an Urban Wetland



Acknowledgments

Many people have helped to develop the activities contained in this guide. Former park naturalists Patrick Marley Rump, Damien Raffa, Cleo Woelfle-Erskine, and Benjamin Stone-Francisco developed many of the activities at the core of the Heron's Head Park education programs. Hundreds of San Francisco teachers have also shared their insights and activities over the years. We would also like to acknowledge the other educators and publishers of curricula who have allowed us to adapt their activities and inspire our work: Don Edwards National Wildlife Refuge's "Salt Marsh Manual," Integrated Waste Management Board's "Closing the Loop," Kids for the Bay, Kids In Parks, Occidental Arts and Ecology Center, Save the Bay, the Stewardship and Environmental Education Collaborative-SF, Sharing Nature with Children, Environmental Concern Inc., and The Watershed Project.

Literacy for Environmental Justice provides education and stewardship programs at Heron's Head Park on behalf of the Port of San Francisco.
www.sfgov.org/site/port_page.asp?id=102470

LEJ's work at Candlestick Point State Recreation Area is a partnership with the California State Parks Foundation.
www.calparks.org

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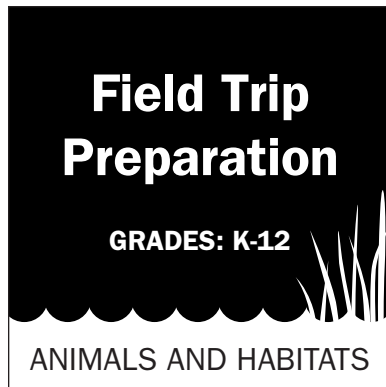
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Dedicated to the youth of southeast San Francisco



Overview: Heron’s Head Park and Candlestick Point State Recreation Area are natural areas that contain some of the few wetlands in San Francisco. As stewards of the parks, we must be respectful of the plants and animals, including other humans we will encounter. This activity prepares students for a field trip to Heron’s Head Park or Candlestick Point. Students will collectively create a set of agreements to act in respectful and responsible ways during the field trip.

KEY CONCEPTS

- **Students are prepared for how to act responsibly and respectfully on a field trip.**

OBJECTIVE

- **To learn about what is appropriate conduct for a steward of a natural area.**
- **To work cooperatively to brainstorm guidelines for park visitation.**

**CALIFORNIA STATE SCIENCE
CONTENT STANDARDS**

Kindergarten: Life Sciences 2b; Earth Sciences 3c
Grade 1: Life Sciences 2abc
Grade 2: Earth Sciences 3e
Grade 3: Life Sciences 3cde
Grade 4: Life Sciences 2c, 3abd
Grade 6: Resources: 6abc
Grades 9-12: Life Sciences (Ecology) 6ab

MATERIALS

- **Small chalk boards (4-6 boards)**
- **Chalk (4-6 pieces)**
- **Butcher paper (1 sheet)**
- **Marker (a couple in contrasting colors)**
- **Masking tape**
- **Small potted native tidal marsh plant**
- **Images of Heron’s Head Park (aerial image, other photos from the ground) (maps.google.com Cargo Way and Jennings Street, 94124 and select satellite view)**
- **Southeast San Francisco map to show the location of Heron’s Head Park and Candlestick Point SRA**
- **Images of Candlestick Point SRA (www.calparks.org)**

MINIMUM TIME

30 minutes

FACILITATOR

This activity will be led by LEJ staff or the classroom teacher.

**BACKGROUND/
CONTEXT/
CONNECTION**

Heron's Head Park and Candlestick Point SRA are restored parks located in Hunters Point. While visiting the homes of the fauna (animals) and flora (plants) of the parks, students need to conduct themselves in safe, non-disruptive ways as they would expect others to act in their own homes. Since these are public parks in our backyard, visitors can take pride in being stewards of this land that belongs to all San Francisco and California residents, and reclaim this space as a resource that the residents can embrace and enjoy to its fullest capacity.

The parks, as with the rest of San Francisco, can have extreme temperature fluctuations that can range by 30 degrees Fahrenheit on any given day. Make sure to wear layers to be prepared for any type of weather situation. Also, expect a full day of exploration and hard work, and wear comfortable shoes and play clothes that can get dirty. Always bring a lunch and plenty of water.

LEJ educators will be going over expectations on how to present oneself during a field trip to the park, and would like a space within the classroom committed to placing the agreements from the time of the pre-trip to the day of the field trip to serve as a visual reminder for the students.

If the classroom teacher leads this introductory activity, then make sure to supply the visual materials (plant, HHP photos, map of southeastern San Francisco) to the class beforehand.

INTO
Introduction

Have the students sit in a circle. Show the native marsh plant to the students, and tell them what it is, and where it grows. The students will pass around the potted plant, and each use one word to describe the plant. Any descriptive word using any of the senses (seeing, feeling, smelling) can be used. Tell the students to listen respectfully and carefully to her or his classmates so the same word is not repeated. Then show an aerial photo of the park, the other images of the park, and the map (point out where the students' school and the park are in relation to one another) to place what they just passed around and their upcoming field trip in context.

THROUGH
Activity

As a guest at a friend's home, there are ways in which one can respect their space. What if someone picked up another person's home and moved it somewhere else? Is that respectful? Why is it a good idea not to collect natural objects from the park? Students can return to their desks, and in groups of 3 to 5, brainstorm for 5 to 10 minutes some good guidelines for the park that relate to:

- Respecting the park and its plant and animal inhabitants
- Respecting the people in the park (classroom peers, adults, and other park visitors)
- Safety

Have representatives from each group share out and write their ideas on the board. Look for commonalities between comments and have the students select the best ideas for an agreement that they have created that they can follow when visiting the park. Those ideas can be written by a LEJ staff member or the classroom teacher on the sheet of butcher paper to be posted in the classroom (no more than 10 bullet points to be concise). Title the sheet, “Heron’s Head Park Agreements,” “Native Plant Nursery Agreements,” “Candlestick Point Agreements,” or whatever title is appropriate for the upcoming field trip.

Make sure to add these points if necessary:

- Using quiet voices to respect one another in the park and to respect the animals in the park.
- Avoid handling dead or decomposing things for safety.
- Only wade into the water up to the top of your boots.
- Put rocks and other items exactly the way they were found. Algae, which grows on the tops of the rocks, must be in the sun to grow. Also, put rocks down carefully so that crabs in the mud do not get crushed.
- Be respectful of creatures, plants, and each other.
- Stay on the path unless a teacher tells you to leave the path.
- Leave the park cleaner than you found it!

Congratulate the students on coming up with a comprehensive list, and remind the students that they will be held accountable to follow the agreements. Then post the agreements in a pre-agreed location in the classroom. Both Heron’s Head Park and Candlestick Point SRA came about because community activists from Bayview Hunters Point had fought to restore this land, which has given rise to an incredible resource for the community. Literacy for Environmental Justice staff really look forward to a visit by the class to become more familiar with these community treasures.

OUTCOME The class will enjoy a safe, fun-filled day.

REFLECTION

Describe some scenarios where some of the agreements are not followed. **What happens when students throw rocks or other items?** People or animals can get hurt. **When is it okay to put crabs or sea shells in one’s pockets?** Never. **While exploring the rocky shoreline,**

what should one do with a rock after it is picked up? Put it back exactly where it was found. **If other visitors are in the park, how should students on a field trip conduct themselves?** Serve as good role models for other park visitors. **While visiting the native plant nursery, is it okay to pick the plants?** The garden plots belong to members of the community, and the plants being propagated have been nurtured to aid in local restoration efforts, so visitors should be respectful.

Have a mock field trip in the school yard. The students walk around with respect and care as though the students were walking through protected habitats at Heron's Head Park or Candlestick Point.

Discuss some ways that students can make the park cleaner and healthier than when they arrived.

Talk about the **"Zero Waste Lunch"** goal for the field trip so that students do not leave trash at the Park:

Explain to the students that in order not to produce garbage during the upcoming field trip, all people – students and teachers need to think of ways to carry our lunches without throwaway containers.

What are some ways we can reduce waste? Students can brainstorm different ideas, and write their ideas on the board. Some of the ideas that may come up:

Reuse containers such as lunch boxes, cloth lunch bags, re-sealable zippered sandwich bags that can be washed out and dried, refillable water bottles, reusable plastic containers, washed out yogurt containers. Recyclable containers can also be used. Carry foods that do not need to be wrapped, like apples and oranges.

Have samples of reusable containers for the class to see. Maybe as an art project, have a sewing project to turn an old t-shirt into a shopping bag; provide needles, thread and fabric paint.

Students can avoid buying things like over-packaged boxed lunches from the deli section of the grocery store which are expensive, unhealthy and have wasteful packaging. It is a lot cheaper to collect all of the little food items in a boxed lunch package (like ham, cheese and crackers) separately and store them in a reusable bag, and it will taste the same.

What items can easily be recycled? Glass, aluminum, all plastic containers. (Polystyrene, plastic bags and plastic wrap cannot be

recycled.) These can be placed in the blue curb pick-up receptacle at your school or home.

Food scraps such as apple cores and banana peels can be collected to be composted. These can be placed in the green curb pick-up receptacle at your school or home.

Tell the students that we will write down all of these great ideas for packing a no-trash lunch so we can take them home to put in our kitchens. That way, we will be reminded of different ways that we can carry our lunch that produce little or no garbage.

BEYOND

At your school and at the park, become good stewards of your spaces and do a community service class project involving a trash pick-up.

Have the students find out what waste reduction and recycling facilities (i.e., paper, cardboard, compost, aluminum, etc.) are available in their school, and if recycled items are used in school operations (i.e., recycled paper in the office, composting of cafeteria or yard wastes, etc.)

Set up bins or boxes in the classroom for items that can be reused or recycled. Have the students be responsible for monitoring and teaching other students about, if necessary, any misplaced items in the bins, since contamination can prevent a whole bin from being recycled.

Have reusable item drives: whatever a student's household does not need any more (used clothing, books, etc) can be brought to school to be exchanged with other classmates, or donated to a charity such as Goodwill.

Create posters using reused materials on material conservation to spread the word at school.

Set up a tour of Recycle Central and the Reuse Sculpture Garden through SF Environment. Call San Francisco Environment at (415) 355-3712.

COMMUNITY RESOURCES

Building Resources
701 Amador Street
San Francisco, CA 94124
(415) 285-7814
www.buildingresources.com

Carquinez Regional Environmental Education Center
(CREEC)
PO Box 65
Crockett, CA 94525
(510) 787-3282
<http://www.creecyouth.org/blog/>

Earth Science Literacy Initiative
Michael Wyession
michael@seismo.wustl.edu
<http://www.earthscienceliteracy.org/>
(314) 935-5625

San Francisco Environment
11 Grove Street
San Francisco, CA 94102
(415) 355-3700
environment@sfgov.org
www.sfenvironment.org

Scroungers Center for Reusable Art Parts (SCRAP)
801 Toland Street
San Francisco, CA 94124
(415) 647-1746
(F) (415) 647-1744
scrap@scrap-sf.org
www.scrap-sf.org

Sustainable SFUSD ECO Literacy
135 Van Ness Ave., Rm 215A
San Francisco, CA 94102
(415) 241-4327
<http://www.sfecoliteracy.com/>