

Yellow Belly Ponderosa Contest



Yellow Belly Ponderosa

What Have You Learned?

*Through Drawing or Story Telling
Younger Elementary Kids Demonstrate to
Older Middle/High School Kids Their Wisdom
Just like the Great 'ol Yellow Belly Ponderosa Pine*

Main question of focus:

What can we do to help restore our forest to a healthy condition and maintain the forests' healthy characteristics?

Rules to Participate:

- 1) Select the project activity you would like to submit:
 - a. Activity I. Drawing, OR
 - b. Activity II. Writing
- 2) Be sure to do the assignment before you see the play/complete the lesson plans AND after you see the play/complete the lesson plans. This will allow you to see the difference in your answers and how much you have learned from seeing the performance/completing the lesson plans.
- 3) Once you've completed the activity before and after the play, staple them together, write your name, the name of the school, your grade and your teacher's name on both and send all class entries in the postage paid envelope addressed to the students of Flagstaff Arts and Leadership Academy (FALA) in Flagstaff. They are the students who came to your school and delivered the performance.
- 4) Entries must be submitted and received by May 22, 2013.
- 5) FALA art/technical theater students will judge the drawing entries and FALA creative writing students will judge the writing entries.
- 6) Prizes: Each entry below will win a Yellow Belly Ponderosa T-shirt and the student's entry (picture/writing) will be posted on the Yellow Belly Ponderosa website (<http://www.yellowbellyponderosa.org/>) (if you are a winner: a permission slip will need to be completed to post winning entries on the site and can be downloaded from the website)

Activity I: Drawing

Instructions:

Before students see the performance/lesson plans:

- 1) Draw two different pictures and label their attributes
 - a. Healthy forest
 - b. Unhealthy “sick” forest

Discuss their pictures as a class.

After students see the performance/lesson plans

After seeing the play/lesson plans, ask students to judge the accuracy of their pictures.

What attributes would you omit from the healthy/unhealthy forest picture? What attributes would you add to the healthy/unhealthy forest picture? Describe this on the backs of the pictures. Follow-up with other questions from Activity 1. Discuss findings as a class.

Activity II: Writing

Instructions:

Select one question you would like to address. Write an answer (paragraph) to the question before you see the play/complete the lesson plans and then write and answer to the same question after you have seen the play/complete the lesson plans.

Question 1: What can we do to help restore our forests to a healthy condition *and* maintain the forests’ healthy characteristics?

Question 2: Where does the water come from and where might it go in the forest, or how might it be used in the forest?

Question 3: Explain how forest health is connected to water health, and the importance for downstream drinking water supplies.

Question 4: Why do we need healthy forests?

Question 5: What do you value about healthy forests and wildlife habitats?

Question 6: Compare and contrast how fire behaves in a healthy forest versus an unhealthy forest.

Prize Categories:

- Best drawing entry from each school (4th grade)
- Best drawing entry from each school (5th grade)
- Best writing entry from each school (4th grade)
- Best writing entry from each school (5th grade)
- Best overall drawing entry (4th grade)
- Best overall drawing entry (5th grade)
- Best overall writing entry (4th grade)
- Best overall writing entry (5th grade)
- All participating schools will automatically win a token from the play of their choice: air, water, fire or earth. These tokens can be passed from class to class and used to further understand each element as well as give the students the opportunity to continue to tell the token's story and how it relates to Arizona and the unique ponderosa pine ecosystems in our State.

Note to teachers: These exercises, meet AZ Common Core Standards 4th and 5th grade:

- **Writing:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Arizona Standards Based Teaching and Learning 5th Grade:

Science and Social Perspectives

- Develop the ability to design solutions to a problem
- Propose a solution, resource, or product that addresses a specific human, animal, or habitat need.