



Anderson County
SOIL & WATER
CONSERVATION DISTRICT

Anderson County Soil and Water Conservation District

1521 Pearman Dairy Road
Anderson, SC 29625
(864) 844-8224

K-12 Grade School Programs

Anderson County
Fall 2024 - Spring 2025

OVERVIEW

Education is a huge part of what we do here at ASWCD! These lessons are designed to help students learn about environmental stewardship and how they can make a difference in their own county!

Our Education and Outreach Coordinator is available to present classroom conservation programs for schools and youth groups on a limited basis. We are certified to teach all curriculum from Project WILD and Project Learning Tree. All programs are correlated with SC Science Standards and tailored to each grade level. Please email Ann Marie Pauley (annmarie.pauley@andersonswcd.org) if you are interested in one of our programs during the Fall 2024 - Spring 2025 school year!

Guidelines

- Programs are typically presented to one class at a time (max 25 students) with up to 3 presentations/classes at the same school in one day.
- We love being outside! If you have an outdoor classroom, it is preferred over indoors - but this is not a requirement.
- Most of our programs are 30-60 minute presentations depending on the topic.
- Programs are available on a first-come, first-serve basis, and our educator's calendars fill up quickly. Please contact us ASAP if you are interested in a program at your school.
- These programs are FREE with no cost to the school or youth groups


ADOPT
a
STREAM



LESSONS

| Water | Description | Time | Key Words |
|--|--|------------|--|
| The Incredible Journey (Project WET) | With the roll of a cube, students will simulate the movement of water within the water cycle. Students will become water drops and travel around the classroom to learn the water cycle, and they will create a water bracelet out of beads | 30 min. | Subject Areas: earth science |
| Earth's Water: A Drop in Your Cup (adapted from Project WET) | Students estimate the percentage of Earth's surface that is covered by water by tossing an inflatable globe. Using graduated cylinders, students will separate the Earth's water into several different forms: ice, groundwater, lakes, swamps, rivers, and ocean. Students will discuss ways that we use water and ways that we can conserve available freshwater. | 10-30 min. | Subject Areas: earth science, geography, math |
| Macro Dress Up (Abbeville 4-H) | At least four students (depending on time availability) will get to dress up as macroinvertebrates as the class discusses various adaptations that macroinvertebrates have. Some adaptation examples include tails, gills, and breathing tubes. | 30-45 min. | Macroinvertebrates; adaptations |
| Soil | | | |
| What is Soil? (GSWCD) | Students will learn what soil is and its composition (sand, silt and clay). Students will become soil scientists and place soil in jars with water and watch it separate into different layers. | 30 min. | Soil, layers, particle size, organic matter |
| Going, Going, Gone | Students will hypothesize whether vegetative cover affects the amount of soil eroded. We will conduct a simulation of wind and water erosion on soil with varying levels of vegetative cover. Students will discuss the importance of stabilizing soil with vegetation to prevent erosion. | 30 min. | Soil, erosion, vegetative cover Scientific method, hypothesis |
| Wildlife | | | |
| Web of Life (adapted from PLT) | Students will discuss food chains, food webs, predators, and prey. They will participate in a model to learn how organisms are interconnected and depend on one another in an ecosystem. Depending on time, students may get to research different organisms and present their findings to the group in our web model. | 45-60 min | Subjects: Science, ELA, Visual Arts |
| Adaptation Artistry (Project WILD) | Students will learn about several adaptations that birds have (e.g. curved versus pouch-like beaks, webbed versus clawed feet) that help them to survive in their habitat. Students will design imaginary birds and present to the class based on chosen adaptations. | 45+ min. | Adaptation, habitat, diversity |
| Color Crazy (Project WILD) | Students will discuss color-related adaptations of wildlife such as <i>concealing coloration</i> , <i>disruptive coloration</i> , <i>disguise</i> , <i>mimicry</i> , <i>aposematism</i> , and <i>countershading</i> . Students will create an organism using materials found in nature and will be given the opportunity to share about their organism and its adaptations to its habitat. | 30-45 min. | Wildlife, camouflage, mimicry, adaptation |

LESSONS

| Wildlife (continued) | | | |
|--|---|------------|--|
| Quick-Frozen Critters (Project WILD) | Students play an active game similar to <i>Freeze Tag</i> and <i>Sharks and Minnows</i> . Students will discuss predator-prey interactions, adaptations, and limiting factors in a habitat. | 20-45 min. | Predator, prey, adaptation, and limiting factor |
| Thicket Game (Project WILD) | Students play an active game similar to <i>Hide and Seek</i> . Students will discuss adaptations, specifically camouflage, and predator-prey interactions. | 30 min. | Predator, prey, camouflage, thicket |
| Forestry/Plants | | | |
| Tree ID (PLT) | Students will describe leaf shapes, sizes, and other characteristics and identify several trees common to SC. *An outside setting is preferable for this lesson, but our educator can bring tree samples if an outdoor setting is unavailable. | 60 min. | Subjects: science, ELA, Visual Arts |
| Friends of the Forest | Students will learn about forest stewardship and how they can be friends of the forest. Children will know that the forest is made up of many different working parts, discover that forest stewardship is responsible use of the forest and will realize they can make a difference too! | 20-30 min. | Stewardship, forest management, growth, ecosystem |
| Agriculture and Natural Resources Careers | | | |
| Careers in Ag and Soil/Water Conservation | Identify careers in Agriculture and Soil/Water Conservation. Discuss duties and responsibilities related to these careers. List the training needed for these careers and talk about different colleges or workplaces that offer pathways in these subject areas. | 45 min. | Agriculture, careers, college ready |
| Stream Health with Adopt-A-Stream Introduction: Bacterial/Chemical and Macroinvertebrates | | | |
| Stream Health: Adopt-A-Stream Introduction  | The SC Adopt-a-Stream program is led in partnership by SC Department of Environmental Services and the CU Center for Watershed Excellence. Our Education and Outreach Coordinator will share information on what SC Adopt-A-Stream is, how students can get involved in their own neighborhood, and even take students outside to do a sample stream test (or a mock one in the classroom). This lesson can be tailored to what your class would like to learn. We can focus on bacterial/chemical monitoring, or macroinvertebrate monitoring. | 1 hr | Water quality management, stream health, macroinvertebrates, bacterial/chemical monitoring |

*We also offer a lesson using our [Enviroscape Table](#) - this lesson focuses on the importance of keeping our waters clean and our storm drains clean. Topics such as point and nonpoint source pollution will be covered. See attached flier for more details!

*If you have other topics your class is focusing on, we are happy to create a program that is tailored to your lessons. Just let us know ahead of time!



Watershed Education Tools

Hands-on learning tools that connect what we do on land to what happens in our rivers, our lakes, our oceans and even our groundwater.



EnviroScape® makes complex issues much clearer and helps people see how to prevent water pollution in their own communities.

EnviroScape® makes the connection — whether you are 5 or 85!

EnviroScape® units available:

- ◆ Watershed/Nonpoint Source
- ◆ Coastal
- ◆ Drinking Water & Wastewater
- ◆ Waste Management (Landfill & Recycling)
- ◆ Wetlands
- ◆ Hazardous Materials and Waste
- ◆ Riparian Kit ◆ Groundwater Kit

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