



## Explorer Classroom Event Guide: Grades PreK-2 Protecting Wild Animals | Natasha Daly

Explorer Classroom is for everyone! This guide is designed for your students or family to get the most out of Explorer Classroom. After the event, please share your thoughts, activities, and learnings with us on Twitter [@NatGeoEducation](https://twitter.com/NatGeoEducation) using **#ExplorerClassroom**.

**October 19, 2020, 11:00 AM ET**

### BEFORE YOU TUNE IN

#### SIGN UP

Register [here!](#)

### BEFORE THE EVENT

If you plan to share this event with students virtually or encourage their participation independently, check out our tips for kids working Independently (p.7) in the [Family Guide to Using National Geographic Education Resources](#) and our virtual tips throughout this guide.

This event is recommended for learners in grades PreK-2. As a group, build your background knowledge prior to the event with one of these activities or any combination of the linked resources that best fits your needs:

- ❑ **Read** the biography for writer and editor [Natasha Daly](#) out loud to familiarize yourself and your students with her work. Work together to define what “animal welfare” and “conservation” mean.
- ❑ **Watch** [Mission Animal Rescue videos](#) to learn about the issues wild animals face.
- ❑ **Read** the Explorer Magazine article [A Habitat is a Home](#) out loud together. Think about all the different things wild animals need in order to survive.
- ❑ **Read** the Explorer Magazine article [Animals Around the World](#) out loud. Then research where your favorite types of animals live in the wild.
- ❑ **Observe and Protect** your own local wildlife with this [idea set](#).
- ❑ **Brainstorm** questions for the Explorer that either focus on the person themselves, or their work. Help your learner revise their questions making sure they 1) only ask one thing; 2) have a clear purpose; and 3) are specific. You may need to work together through a few drafts to arrive at a solid final question. Review questions together and select two favorites to ask on-air (if you [registered](#)) or via **Twitter** [@NatGeoEducation](https://twitter.com/NatGeoEducation) using **#ExplorerClassroom**.

## DURING THE EVENT

As you listen, have students take notes using one of the graphic organizers listed below.

- ❑ [Two-Column Chart](#): Print copies or ask your students to draw their own two-column chart. Have your students write things they are learning in one column and in the other, write questions about that information, or draw something related to it.
- ❑ [Cause-and-Effect Diagram](#): Have your students use this organizer to identify what happened (effect) and why it happened (cause).

## AFTER THE EVENT

### DISCUSSION QUESTIONS

Debriefing as a class or family is an important part of the learning journey. Discussion helps learners process ideas, reflect, and make new connections. Use these questions to help provide context to the event. The questions are open-ended and designed to facilitate a discussion about the event you just participated in together. You know your students best! Modify these questions as necessary to spark conversation.

1. What is something you thought was important during the Explorer Classroom event? Did you already know about this or is it new to you?
2. What was one new thing you learned during the Explorer Classroom event you didn't know before? What is one question you still have?
3. Why is exploration important?
4. What is something you would like to explore? Why?
5. What skills, tools, or knowledge would you need to explore?

### REFLECTION ACTIVITY

We encourage students to reflect on what they've learned from the Explorer during the event by completing one of the following tasks and sharing their work with the class, a friend, or family member. Share their great work with us on Twitter—[@NatGeoEducation](#) [#ExplorerClassroom](#)—so the Explorer can see how much they've learned!

- Draw a picture illustrating one thing you learned from the Explorer.
- Act out what you learned about Natasha and her work. If you have stuffed animals, take them out and teach others in your home about them. Consider making your own Explorer Classroom presentation at home like she did!
- Make a poster about the explorer's work and cheer them on.
- Record yourself talking about what you learned from Violeta and how you could help. Share it with a friend and invite them to watch the recording of the show.

Virtual Tip: During class video time (e.g. Zoom or Google Hangouts) students can share their drawings or their acting or poster in a virtual show-and-tell.

## EXTENSION RESOURCES

Try one of these resources and keep exploring with National Geographic Education.

- *Join in the Explorer's Mission:* What are you passionate about? Take some time to talk to your friends about your passion and help spread the word, like Violeta does with bats!
- [How People Affect Ocean Animals and Plants](#): This classroom activity (50 minutes) helps students discover and analyse how their actions can impact ocean habitats.
- [Saving Sloths](#): Just like Natasha, Explorer Lucy Cooke helps protect animals. Introduce your students to her work saving sloths with this article and teacher's guide.
- To watch past Explorer Classroom events, check out this [YouTube playlist](#).

Looking for more ways to engage your students online, in-person, or at home? Find more on our [Learn Anywhere](#) page or in our [Resource Library](#).