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Concept: Noise can have a detrimental effect on wildlife.

Alaska Standards: B1, B2, B3, D1, D2

Process Skills: Observation, Prediction, Inferring, Collecting Data, Communicating

Materials: writing material, pencils, decibel meter

Vocabulary: decibel, wildlife, ecosystem, noise, domesticated, environment, responsibility.

Gear-Up:

- Brainstorm October 3 local election, sharing and recording of initiative on the ballot. Fully discuss proposition 5, the noise initiative. Make guesses for why it is on the ballot.
- Brainstorm how noise affects you personally.
- Write down feelings you have when surrounded by various types of loud, screeching or other human-made sounds. Share.

Explore:

- As a group discuss what kind of noises do we hear in our own backyard, in this case behind the school? Are they human-made or do they come from wildlife? To determine this, take kids into the woods behind the school. Each child has a note card and will create a sound map recording pictures or symbols of the sounds witnessed during a 10 minute period. Students should remain in one spot by themselves during the entire 10 observation period.
- Return to the classroom and make two lists on the board:
human made observations/ wildlife observations
- Record sounds heard in the appropriate column. Discuss results
- Using the information from the list, create a line graph showing the number of sounds heard which were human made observations and those that were wildlife observations.

Generalize:

What types of noises were most commonly heard? Why? Where have the wildlife moved? What did noise have to do with their move? How does noise affect populations?

Explore:

- What are healthy noise levels for people, animals? Find out about recommended health standards for sound levels. What levels are considered harmful to human

ears and what are the local consequences. Research animals indigenous to your area and learn its needs to survive.

- Borrow a decibel meter and do a sound search of the community. Choose several areas and measure the decibel levels. Check to see if there is a correlation between noise levels and the number of people, wildlife. Record your information and be prepared to share it with the class.

Generalize:

- Did you observe any wildlife in areas that had high levels of human-made noise?
- If there was wildlife in a noisy area, how are the animals dealing with it? Are they experiencing stress? What signs did they exhibit? Explain.
- Reflect on an area observed with healthy levels of noise. How did the wildlife act? What behaviors did they exhibit? Explain.
- Reflect on an area observed with little or no human-made noise. How did the wildlife act in this area? How did the number of observable animals change? What behaviors did they exhibit? Explain.

Apply:

- Generate and publish a set of recommendations on an individual 's responsibility to control noise?
- Generate and publish a set of recommendations on a societies responsibility to control noise?
- Educate others on the impacts of flight seeing tours on wildlife in this area. Make an informed and educated decision on whether to vote yes or no on the noise initiative.

