

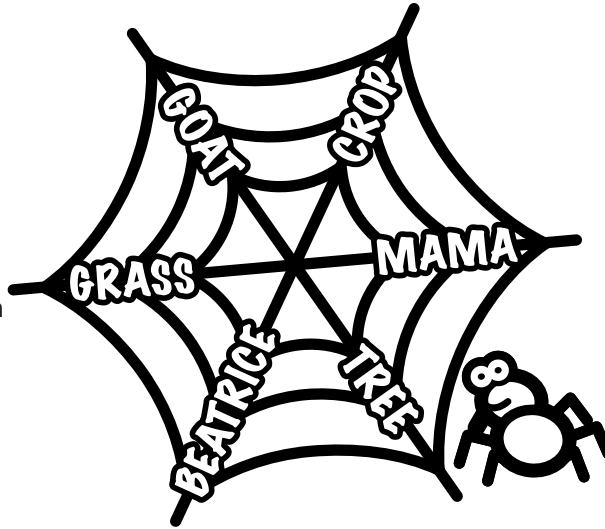
Web Of Connections

LESSON 5

Objectives

The students will:

- Identify connections among living things.
- Explore consequences of severing links between living things.
- Compare daily life in different locations.



Procedure

- 1. Identify living things that make up an environment.** Read aloud "Beatrice's Goat." While you are reading, have students name aloud living things in the story. Write a list of the students' ideas.

Living Things in Kisinga:

Chickens, grass, banana trees, Beatrice, Mama, Paskavia (baby), Moses and Grace (brother or sister), goat, customers, Bunane (friend), teacher, classmates and twin baby goats (kids).

- 2. Identify links between living things in an environment.**

Explain that living things are connected to one another in countless ways. You don't always think about the connections, or see them, but they exist. Tell the students that you will now create a visual web that shows connections among living things mentioned in the story of Beatrice and her goat.

- Creating your own picture nameplates based on the living things in "Beatrice's Goat," use yarn to hang a nameplate over each student's head. You may need to break into two groups, or give some students more than one nameplate.
- Have each group sit in a circle. Take a ball of yarn and give it to the student wearing the goat nameplate. Instruct the students that whoever has the ball of yarn must look for someone else in the circle who is wearing a nameplate to which he or she is connected. The student should explain the connection between the two living things to the circle and while doing so pass the ball of yarn to the other person. The students must hold on to a part of the yarn as they pass it. Thus, as the students pass the ball of yarn to each other, a web of yarn is created to highlight the links between each living thing.

National Standards Addressed



GEOGRAPHY

- Compare and contrast physical and human characteristics of regions.



SCIENCE

- Understand organisms and their environments and changes in environments.

Procedure (continued)

- It is fine for one living thing to be named multiple times; life is connected to life in multiple ways.
 - When each student has been included in the web (some may be included in several links), ask the person wearing the goat nameplate to tug on the parts of yarn that he or she is holding. Ask whomever else in the circle who could feel the tug to raise their hands. Then ask those whose hands are raised to tug their pieces of yarn, and ask anyone who felt that tug to also raise his or her hand. This creates a strong visual representation of all who are connected to the goat directly or by another living thing.
 - Repeat the above step beginning with a different nameplate. Repeat as you like.
- 3. Show consequences of breaking links between living things.** Choose one living thing and have that student drop all parts of the yarn web he or she is holding. Ask anyone who felt the yarn slackening to raise his or her hand. These students now represent the living beings that will be directly affected if one thing is taken away. Have those students drop their connections to the yarn to see who else is affected. Count how many steps it takes until all the living things are affected. Explain that the dropping of the yarn shows how living things can be negatively impacted when interconnections among them are broken.
- 4. Find similarities among daily activities in different locations.** Now read the story again. This time make a list of the characters' actions as students name them aloud. Use the list to help the students connect these activities to their daily lives. Emphasize that, despite our differences, countless similarities exist among the world's people.

Everyday Activities in Kisinga:

Walking to school, Naming animals, Reading, Washing clothes, Weeding, Planting, Cooking, Building, Studying, Selling, Caring for children, Feeding animals, Going to market.

Links To Heifer International

Sharing & Caring

Heifer International believes that global problems can be solved if all people are committed to sharing what they have and caring about others. Part of this sharing and caring depends on younger generations' learning that those who, at first, appear to be quite different actually share similar needs, wants and experiences. Only after we've discovered we are connected to each other and the earth, can we truly work together for a better world. To find out more about "Sharing and Caring" and other Heifer Cornerstones, visit www.HeiferEducation.org.

