

SAN DIEGO ZOO  
**SAFARI  
PARK**

# **Safari Park San Pasqual Union Partnership Overview**





SAN DIEGO ZOO

# SAFARI PARK

## Previously Established Collaboration

- 4<sup>th</sup> grade classes visit the Safari Park twice a month
- 7<sup>th</sup> and 8<sup>th</sup> grade classes visit the Institute for Conservation Research for education programs



*It has been fun,  
but....*



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**WE WANT**



**TO DO MORE!**





# **Big Ideas to Integrate Safari Park organizational goals into Partnership Programs**

- **Promote and foster a conservation-minded school community through collaboration between San Pasqual Union School and San Diego Zoo Global.**
- **Integrate novel curriculum and programs both in the classroom and in the field.**
- **Highlight specific current SDZG conservation programs within each grade level's curriculum**
- ***Sharing resources to promote behavior change and conservation action***







# Projects by Grade Level

- **Grade K**— Escondido/San Diego: seed banking and plants *NGSS:K-LS1-1*
- **Grade 1**— Southern California: mountain yellow-legged frog and butterflies (checker and monarch) *NGSS:1:LS3-1*
- **Grade 2**— Hawaiian Islands Program: native birds *NGSS:2:LS4-1*
- **Grade 3**— Australia: koalas, Koala cam *NGSS:4-LS1-1*
- **Grade 4**— Southwest U.S.: California Condors, desert tortoise, coastal sage scrub. *NGSS:MS-LS2-4*



# Projects by Grade Level

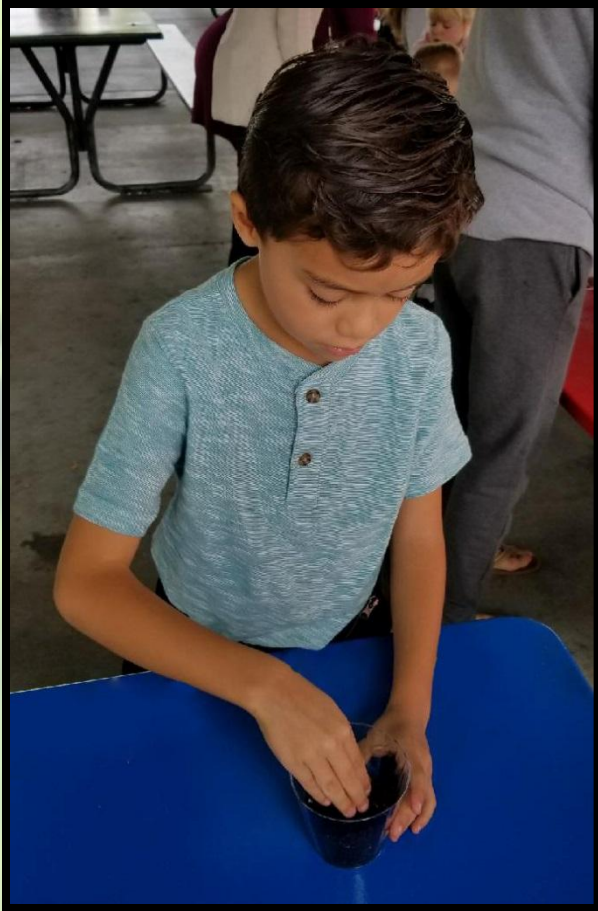
- **Grade 5**— Arctic: polar bears, climate change  
*NGSS:5-LS2-1*
- **Grade 6**— Africa/Kenya: giraffe, camera traps, GPS, Zooniverse  
*NGSS:6-MS-LS2-1*
- **Grade 7**— China: panda, wildlife trafficking  
*NGSS:MS-LS2-5*
- **Grade 8**— Peru: jaguar, giant river otters, Andean bears, Amazon  
*NGSS: 3-LS4-3*





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# **Kindergarten/TK**



- **Kindergarten/TK curriculum began in October**
- **There are 3 kindergarten classes and 1 transitional kindergarten class**
- **Each educational session is done with 2 classes at a time**
- **Each class participates in one 90 minute session/month**



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## Kindergarten/TK



- **“The lesson was great! Thank you for all that you do and the planning of great standards based lessons and a fabulous partnership with The Safari Park :)”**  
-Kristy Clark, TK teacher
- **“I was very impressed with the lesson. We love how it was standards-based and how you involved the students' learning and comprehension with various activities. The students were engaged and enjoyed your lesson. They were very excited to show you proof of living and non-living things on the big playground.”**  
-Carol Schiefer, Kindergarten teacher



# Pre- & Post- Assessments

- To understand the impact on students and how the program affects behavior change, pre- and post-assessments are given to each grade level currently involved in the program.
- The pre- and post- assessment questions are the same for every grade level, with the assessment method varying for grade suitability

San Pasqual Union & San Diego Zoo Safari Park - Partners in Conservation  
Fourth Grade Pre-Assessment

1. What is nature? Circle all the pictures that you think are nature.

2. Circle one face that best describes how you feel about the following topics.

How do you feel when you think about **nature**?

Negative  Neutral  Positive

How do you feel when you think about **animals**?

Negative  Neutral  Positive

How do you feel when you think about **plants**?

Negative  Neutral  Positive

3. Which of the following actions can help protect nature? Circle all that apply.

Donate old clothes	Use fans instead of air conditioning	Using reusable straws or no straws
Use LED light bulbs	Pick up trash and recycle	Turn water off when brushing your teeth
Tell others how they can help nature	Recycle old cell phones	Turn lights off when you leave a room
Plant a tree	Use reusable bags and bottles	Walk or ride a bike
Compost	Take shorter showers	Reuse plastic containers

4. Which of the following actions can YOU do to help protect nature? Circle as many as you think you can do.

Donate old clothes	Use fans instead of air conditioning	Using reusable straws or no straws
Use LED light bulbs	Pick up trash and recycle	Turn water off when brushing your teeth
Tell others how they can help nature	Recycle old cell phones	Turn lights off when you leave a room
Plant a tree	Use reusable bags and bottles	Walk or ride a bike
Composting	Take shorter showers	Reuse plastic containers

5. Do you want to help protect nature? Why or why not?

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# **Pre- & Post- Assessments**

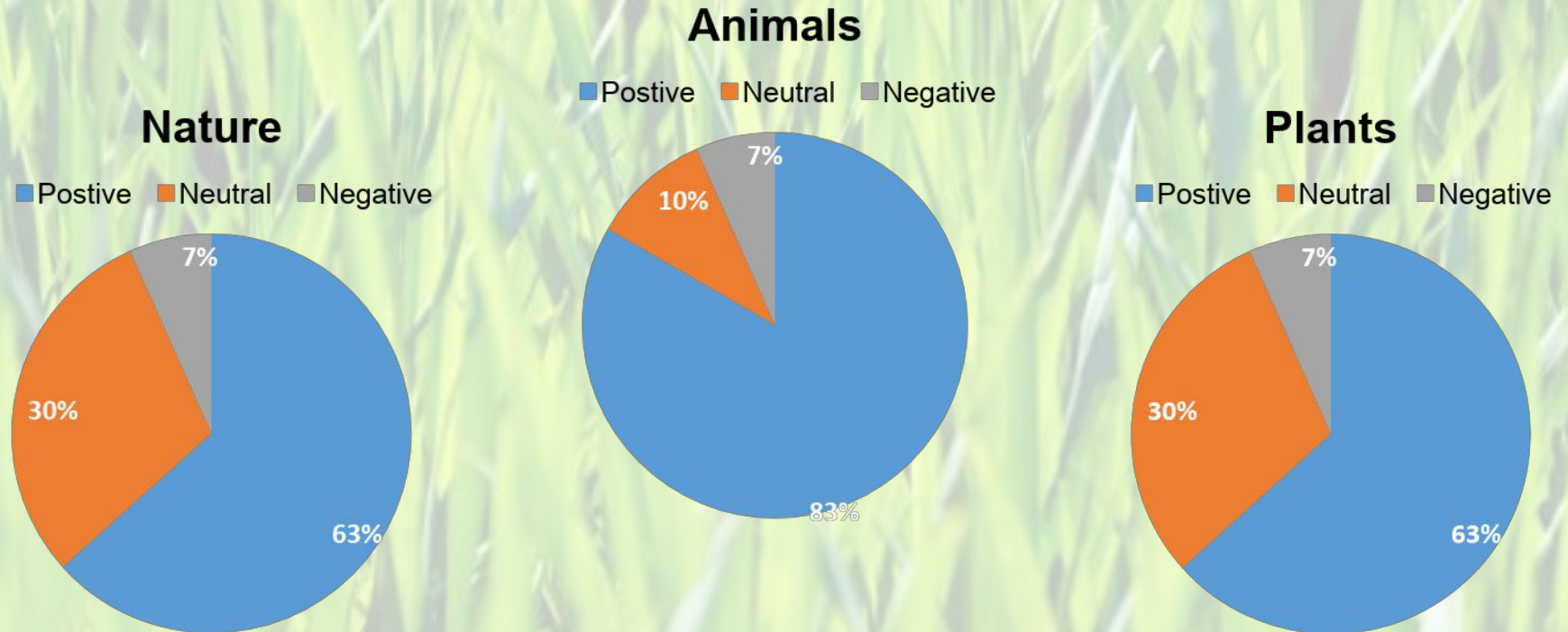
- **Assessment questions assess how students feel about nature, animals, and plants, what they think nature is, action steps that can help protect nature, and if they want to help nature and why.**





# Pre- & Post- Assessments

• Below are pre-assessment results from a 4<sup>th</sup> grade class and their responses to how they felt about nature, animals, and plants:





# **Immediate and Next Steps**

- **Meetings:**
  - **Quarterly meetings with teachers**
  - **Summer review and planning meeting**
- **Ensure longevity:**
  - **Pre- and post- evaluations to determine efficacy**
  - **Adjust as necessary to improve the program year over year**
- **Model for other facilities:**
  - **Potential to share best practices with interested zoos/aquariums/schools**





## **Future Steps**

- **Demonstrate measureable impact of program on behavior change and conservation action: First long term data set available after current Kinder group “graduates” in 9 years**
- **Collaborate in grant-writing to fund the program**
- **Provide opportunities for students to continue taking conservation action after graduating from San Pasqual Union:**
  - **Conservation Corps**
  - **Internships**





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# **Our Future – End Extinction!**

