

NORTH AMERICAN CONSERVATION EDUCATION STRATEGY



Connecting More Americans to Nature

With the profound impact of human populations on fish and wildlife and their habitats, Americans of all ages need to better understand and take responsibility for the health of the natural world around them.

Conservation education is one of the most vital tools for enhancing public understanding and appreciation of fish and wildlife management while shaping long-term conservation and enjoyment of natural resources.

Designed by experts from state fish and wildlife agencies, the **North American Conservation Education Strategy** delivers unified, research-based Core Concepts and



messages about fish and wildlife conservation, translated into K-12 academic standards to shape students' environmental literacy, stewardship and outdoor skills.

We believe, when children have the

opportunity to experience direct contact with natural habitats on a regular basis in their formative years, they are far more likely to grow into adults who will value those environments and make informed decisions to help sustain them.



North American Conservation Education Strategy Resources

The following resources are located on the AFWA web site:
www.fishwildlife.org/consed.html

AFWA Conservation Education Strategy

This document outlines the mission, vision, goals and underlying principles of the AFWA Conservation Education Strategy. The Strategy was approved by the AFWA membership on March 16, 2005 and has guided development of the strategy approach, products and services.

Core Conservation Concepts

The Core Conservation Concepts identify what environmentally literate citizens should be expected to know, feel and do related to fish and wildlife conservation.

Conservation Education Top Core Concepts

This document outlines key messages for the top 11 fundamental, overarching concepts. It is recommended that communicators and educators read the full set of concepts before using these top 11.

High School Benchmarks: Fish and Wildlife Conservation Literacy: Systems

These benchmarks address what high school students should know and be able to do in order to sustain the health of fish and wildlife through our natural and social systems.

High School Benchmarks: Fish and Wildlife Stewardship: Civic Participation and Service Learning

These benchmarks describe what high school students should know and be able to do in order to address community issues involving fish and wildlife as a result of the interplay between natural and human systems, and to take responsible action through stewardship.



Conservation Education Strategy Resources

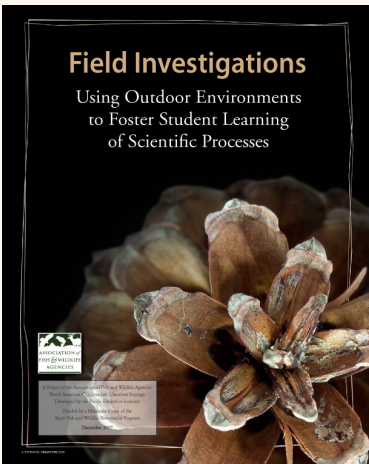
High School Benchmarks: Outdoor Participation in Nature - Recreation, Health and Physical Fitness

These benchmarks identify steps for high school students to follow to investigate health and fitness opportunities in outdoor natural settings, and the associated responsibilities of the users.

What an 18 Year Old Should Know

This document summarizes the stewardship, outdoor participation and conservation literacy benchmarks for a high school graduate.

Field Investigations Guide: Using Outdoor Environments to Foster Student Learning of Scientific Processes

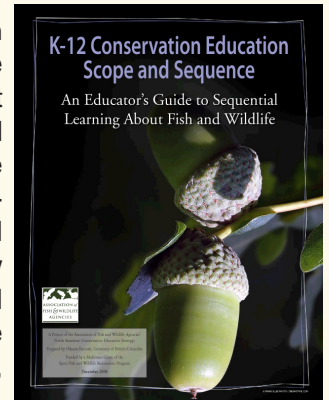


Field investigations help students become systems thinkers, learn the skills of scientific inquiry, and understand that science doesn't only happen in a laboratory or classroom. Outdoor experiences in natural settings increase students' problem solving abilities and motivation to learn in social studies, science, language arts, and math.

This volume was developed to help K-12 teachers introduce their students to the methodologies used for scientific field research and guide them through the process of conducting field studies. It demonstrates how to use descriptive and comparative methodologies for field studies.

K-12 Conservation Education Scope and Sequence: An Educator's Guide to Sequential Learning about Fish and Wildlife

The AFWA K-12 Conservation Education Scope and Sequence is a set of expectations that describe what students should know and be able to do in three grade bands, K-5, 6-8, and 9-12. It is a detailed list of what all students are expected to know and be able to do at each level of our educational system in the areas of science, social science, and health and fitness.



The scope and sequence in this document translates the AFWA core concepts into both content standards and performance expectations. It is organized as a collection of charts and maps that show how students' understanding of concepts and skills should be developed from kindergarten through grade 12. The purpose of these standards is to provide strong support for state agency conservation educators to provide programs for students, parents, teachers, and the broader community by guiding the alignment of the school curriculum, instruction, and assessment at local and state levels.

Stewardship Education Best Practices Planning Guide

Stewardship – informed, responsible action or behavior on behalf of the environment – is an important part of fish and wildlife agency conservation education programs. Based on research and evaluation, this guide provides recommendations for strengthening and developing natural resources stewardship aspects of your programs.

Visit the AFWA web site to learn more about the North American Conservation Education Strategy
www.fishwildlife.org/consed.html



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Founded in 1902, the Association of Fish and Wildlife Agencies represents North America's fish and wildlife agencies to advance science-based management and conservation of fish and wildlife and their habitats in the public interest.