

Cathedral of St. Raymond School Service Learning Project 2023 Endangered Animals



Preschool



**MONARCH
BUTTERFLIES**



"Endangered animals"

"They might get extinct!"



"Preschool chose..."

"Monarch butterflies!"



"Monarch butterflies
need milkweed."

"They eat with it."

"Proboscis!"



"We did winter sowing."

"We put, um, dirt and
milkweed seeds inside
the milk jug."



"We put them in the garden."

"So the rain and snow can help it grow!"



"When the weather gets better..."

"We're going to plant our milkweed garden."



WE LOVE HELPING MONARCH BUTTERFLIES!

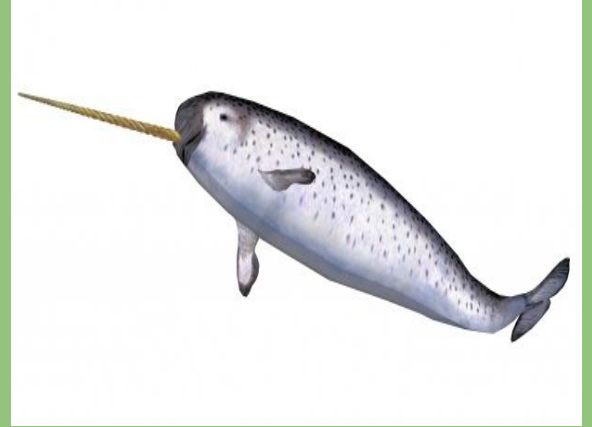
K-2nd Arctic



ARCTIC FOX



CARIBOU

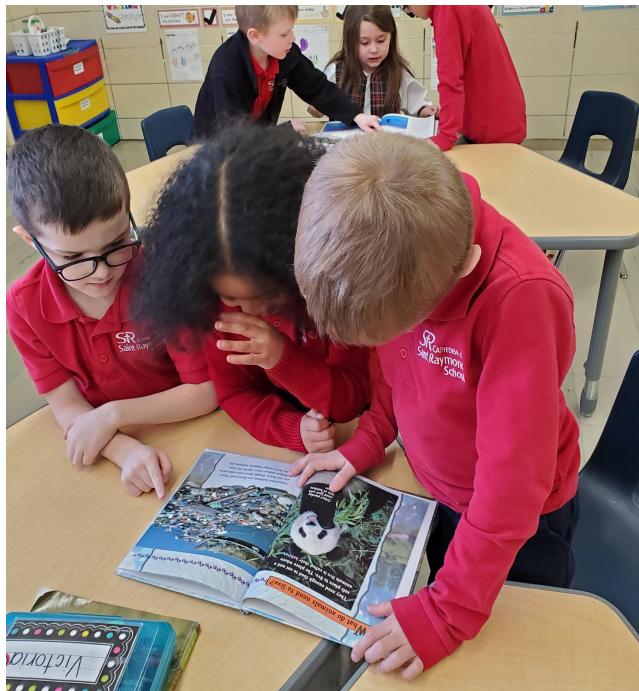
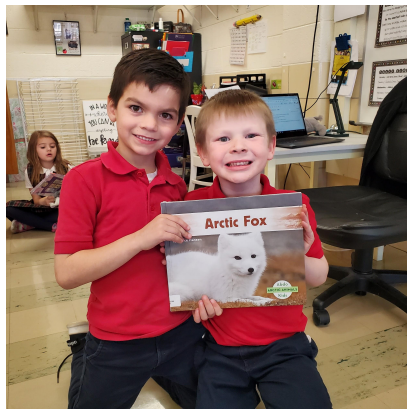


NARWHAL

Kindergarten began learning all about endangered animals through books and videos.

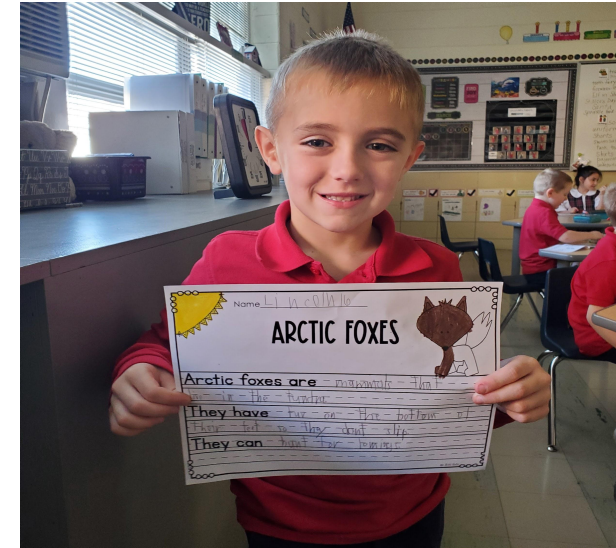
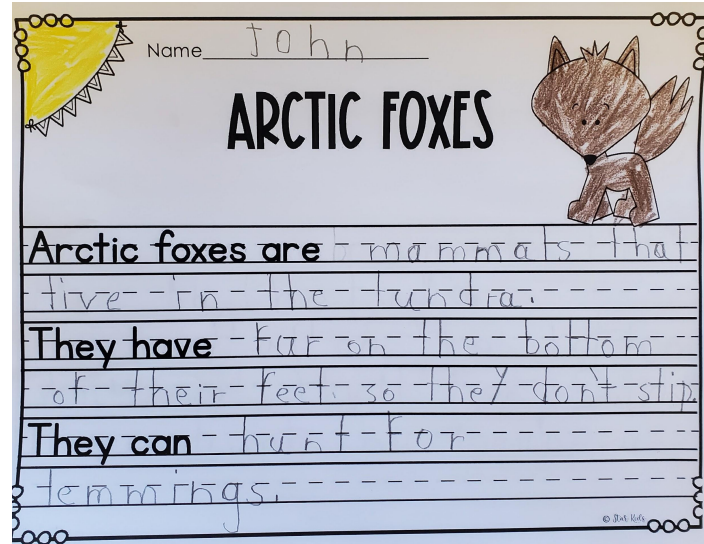
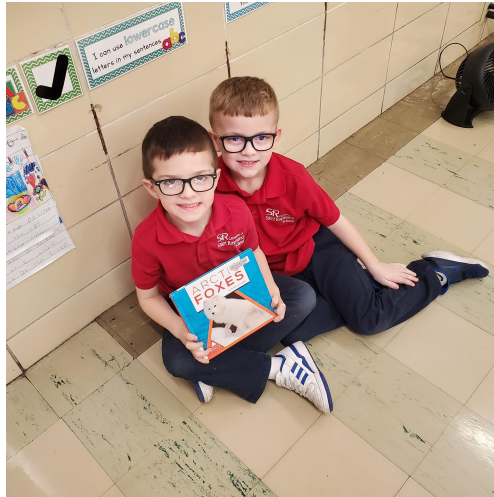


Next, we began to learn all about the Arctic Tundra through books and videos.





Finally, we began learning about the Arctic Fox. We learned some amazing things. They have fur on the bottom of the feet so they don't slip on ice. Their babies are called kits. Their fur is white in winter and gray in summer so they blend in.



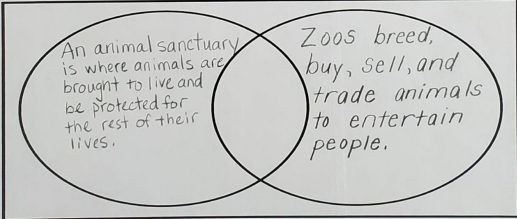
Our Action Plan

Kindergarten wants to help
endangered animals

**We are especially passionate about
helping the arctic fox!**

In our learning about the arctic fox, we realized there
is an arctic fox living VERY close to us at the
Black Pines Animal Sanctuary.

Her name is Roxanne and she used to be
someone's pet, but she was mistreated. As our learning
continued about Roxanne and how she ended up at
Black Pines Animal Sanctuary, we were
extremely curious how a
sanctuary and a zoo are different.



The Venn diagram consists of two overlapping circles. The left circle is labeled 'An animal sanctuary is where animals are brought to live and be protected for the rest of their lives.' The right circle is labeled 'Zoos breed, buy, sell, and trade animals to entertain people.'

Kindergarten **ACTION PLAN**
to help the arctic fox

We want to help animals like Roxanne at Black Pines!
To complete our action plan, we want to raise
money to donate to Black Pine Animal
Sanctuary, which will help the sanctuary maintain their
outstanding animal care, including feeding, veterinary
services, habitat improvement and enrichment.

In addition, to honor the love, passion, prayers and
hard work of this Kindergarten class to help
endangered animals, we will also purchase a
lasting legacy paver with the inscription
"Cathedral of St. Raymond Kindergarten Class 2023"

****We want the Kindergarteners to have an
active role in the monetary donation! IF possible,
please think of extra chores your child can do
around the house OR for their grandparents.
Then, have your child fill out the attached heart
with all the ways (i.e. put laundry away, set the table
all week, carried in the groceries) they helped support
the animals at Black Pines Animal Sanctuary.
Please return the heart and donation by
Monday, March 27.****

AJ

helped the ARCTIC FOX by

make my bed

pick up toys

care for pets

Ryan

helped the ARCTIC FOX by

I set the table

I kled the chair

I love my Dad

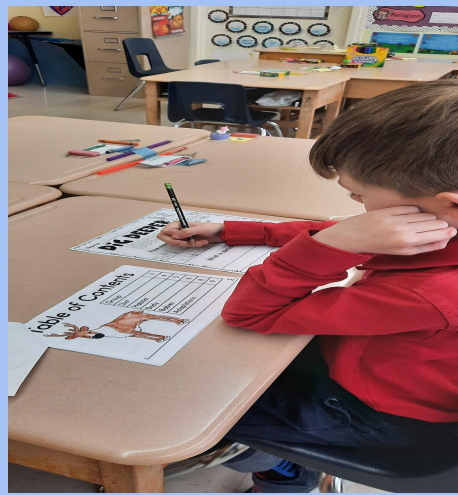
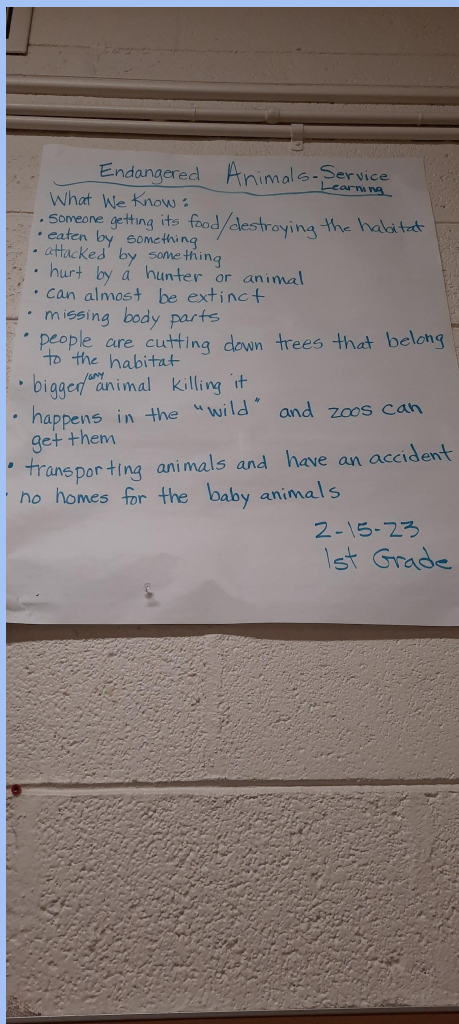
I read Notes for my dad

Camden

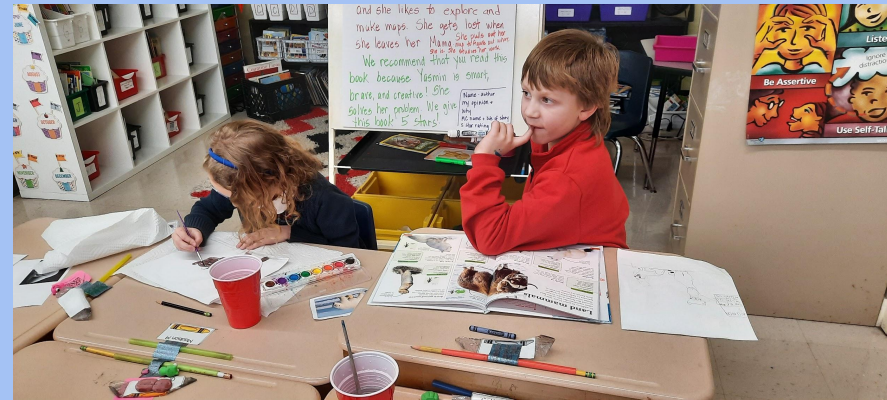
helped the ARCTIC FOX by

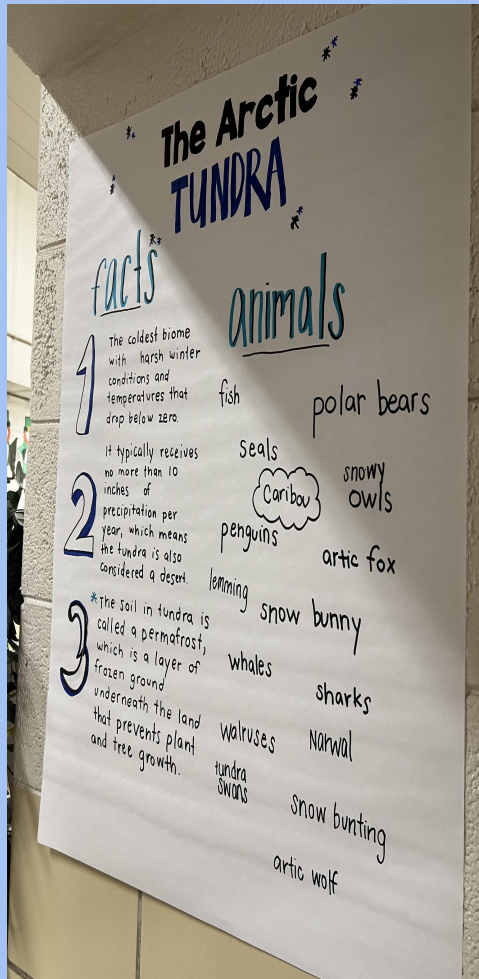
Washed dishes, did the laundry,

feeding laundry, did the toys.



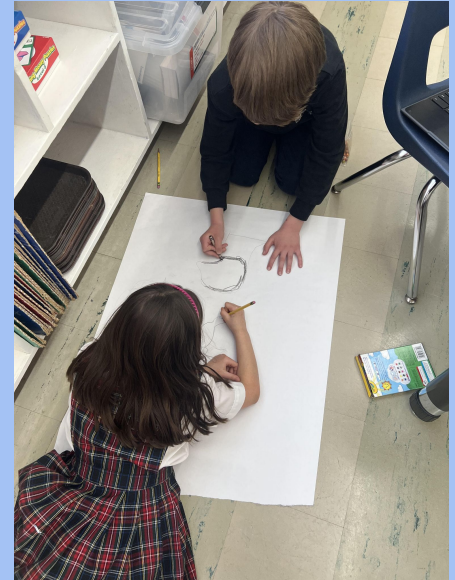
1st Grade started our project by brainstorming everything that we knew about Endangered Animals. After choosing the Peary Caribou, we watched videos, read books, and shared what we learned.





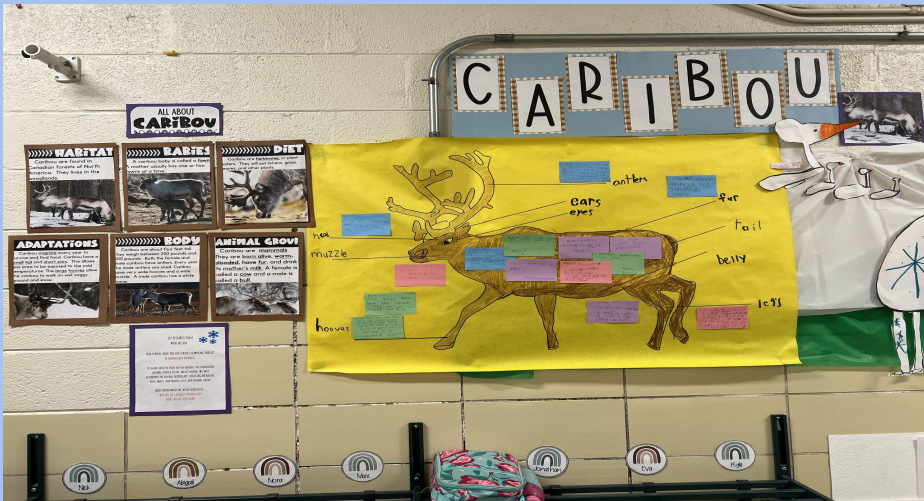
We then researched the Arctic Tundra thoroughly, focusing on facts and the animals that lived with our endangered animal, the caribou.

We then created those animals to join our Caribou in our hallway Arctic Tundra.

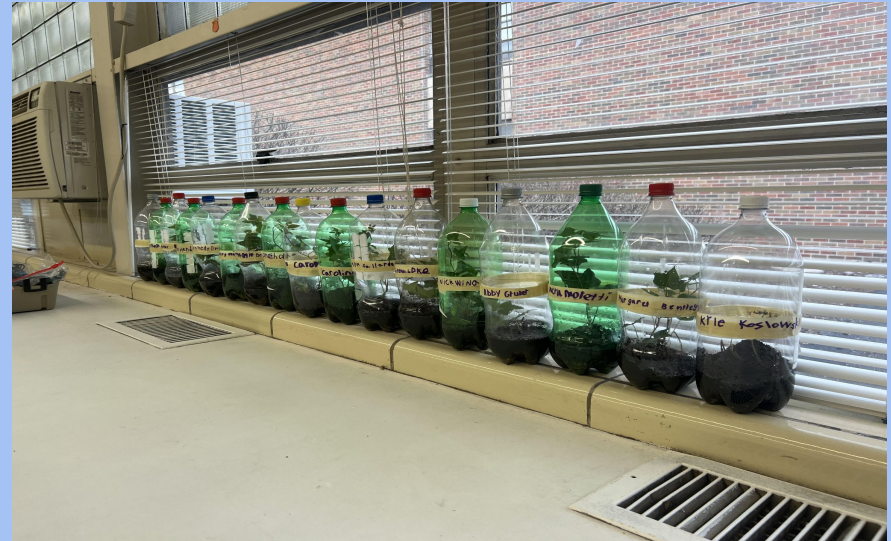


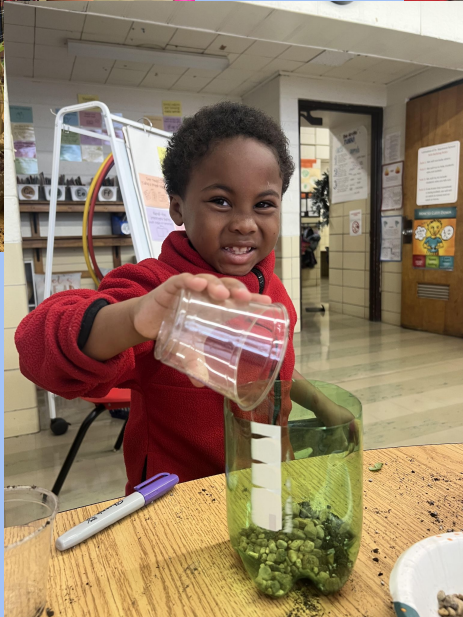


We drew the Peary Caribou and filled it with all our new learning. We also created an Arctic Tundra outside our rooms and filled it with animals found in that habitat.

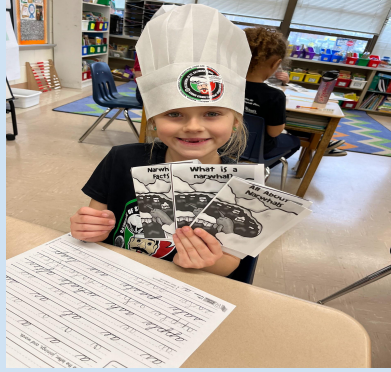


Since we knew, we wouldn't be able to stop climate change or human destruction of the caribou's habitat, we decided to build our own forest habitats to help our corner of the Earth. We built a Canadian forest habitat in each of our classrooms and a miniature habitat for ourselves. We made signs that encourage all of us to take care of our Earth every day!



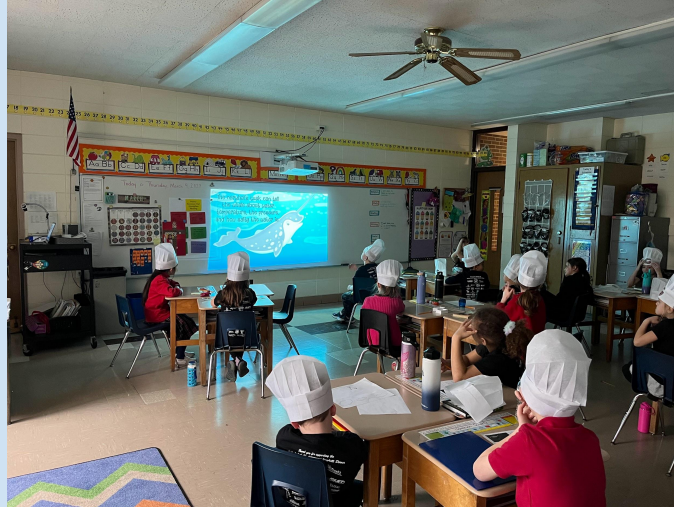
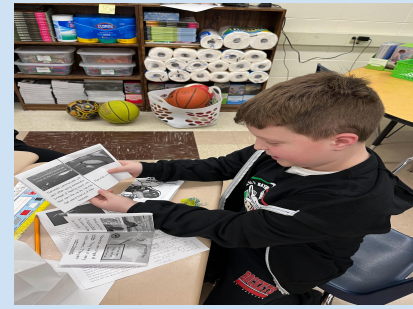






Second Grade Learning Phase

- Research of vulnerable, endangered, and extinct animals, Presentations to our classmates to teach each other about these 3 categories
- We read articles, booklets, books and watched videos for the tundra biome and the Narwhal.

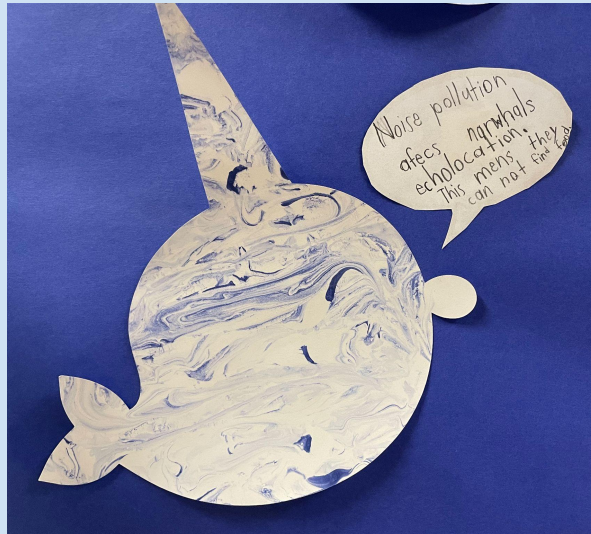


Second Grade Learning Phase



Second Grade Action Plan

From our research, we learned that noise pollution is one of the main reasons narwhals are endangered. We learned that narwhals use echolocation, or sound, to find their way around and to be able to see.



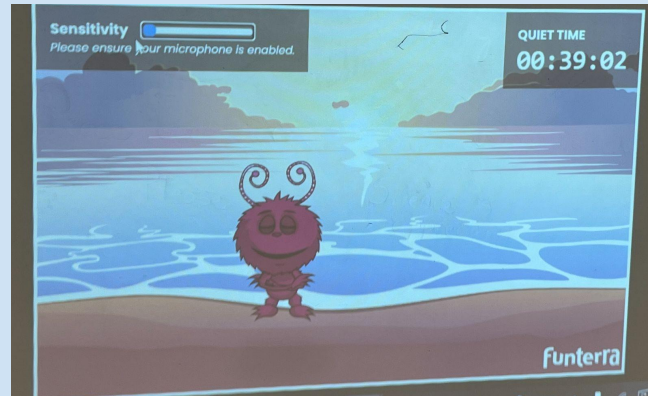
Second Grade Action Plan

We decided to use noise monitors in our classrooms to become more aware of our classroom noise levels throughout the day.

Around the building, we labeled small work spaces as quiet areas where students can go to take a break from noise distractions

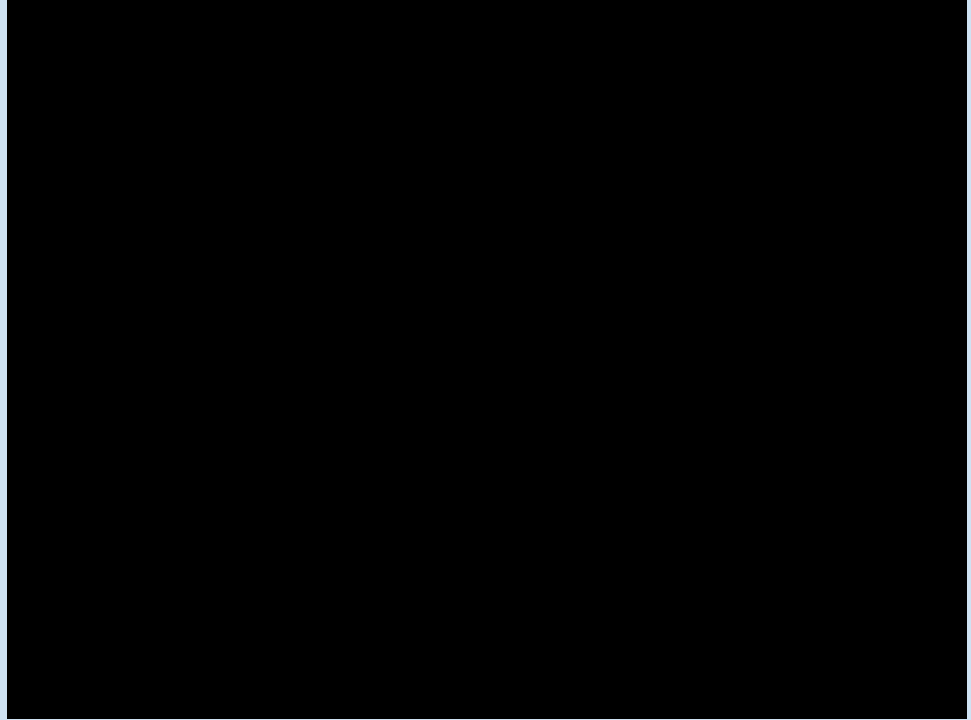


Created posters to label quiet areas around the building



Second Grade Action Plan

We created a video about all that we learned while researching and what we did to help.



Quiet Song

Hush in the hallway don't say a word
Children are learning and you
shouldn't be heard

Students need to focus and
concentrate
Noise causes stress and a big
headache

Hush in the lunchroom when it's time
to pray
Students need to listen and hear
what to say

Chat with your friends in a quiet way
Then you'll have time to eat and play

Hush in the classroom when it's time
to listen
There's lots of fun stuff and you don't
want to miss it

Hush for the office
Hush for the halls
Respect your neighbors, friends and
all

3rd-5th Ocean



WHALES



**GALAPAGOS
PENGUINS**



**SEA
TURTLES**



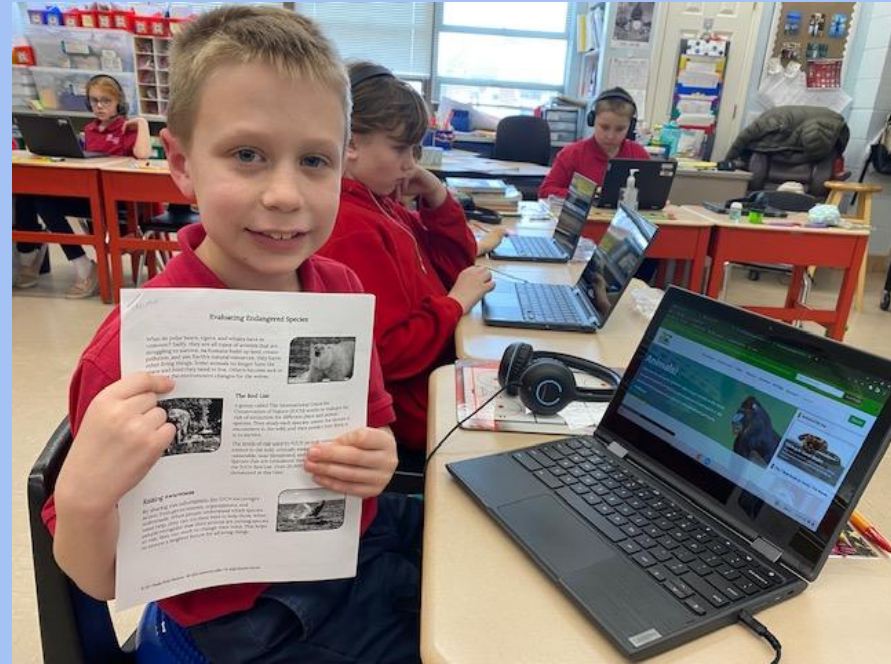
**HECTOR
DOLPHINS**



**HAWAIIAN MONK
SEALS**

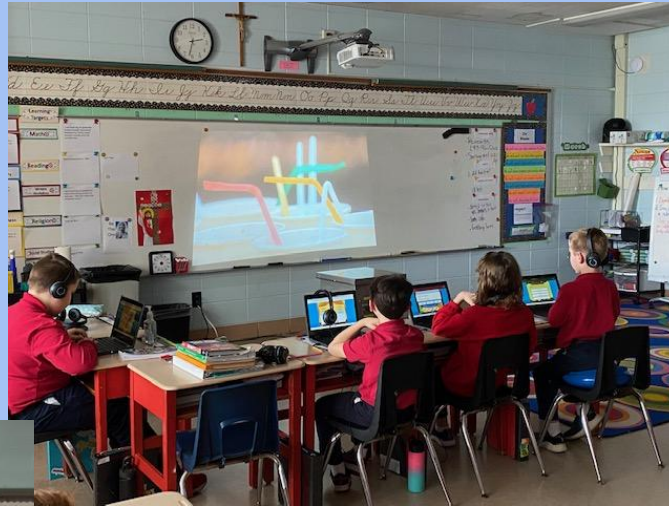
LEARNING PHASE - MRS. JACOBY'S 3RD GRADE

Mrs. Jacoby's 3rd Grade did research on different types of whales and why they are endangered. We also learned about the red list which is how they evaluate endangered species.

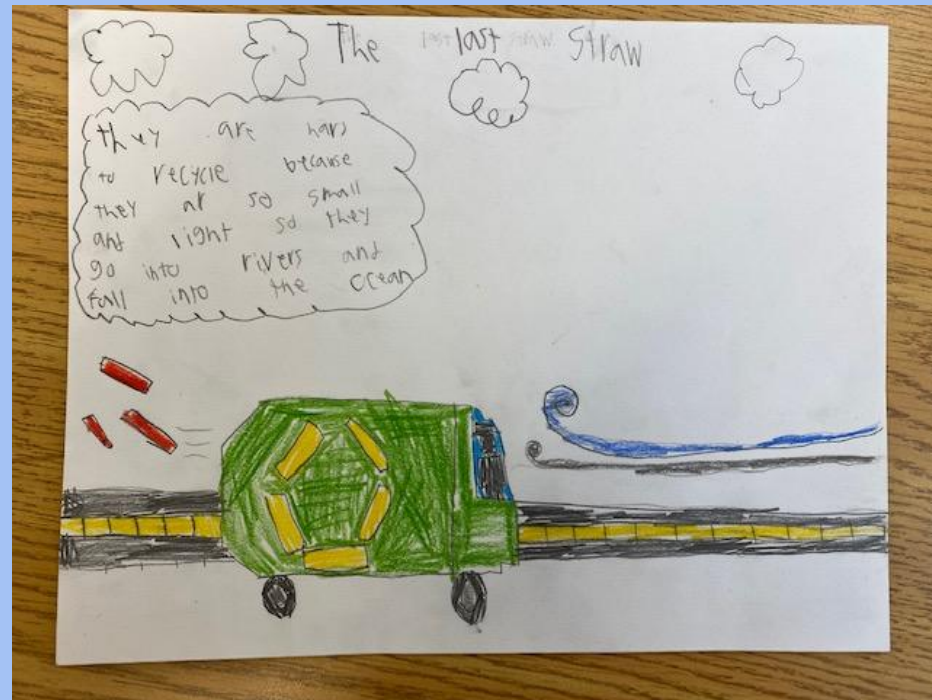


LEARNING PHASE - MRS. JACOBY'S 3RD GRADE

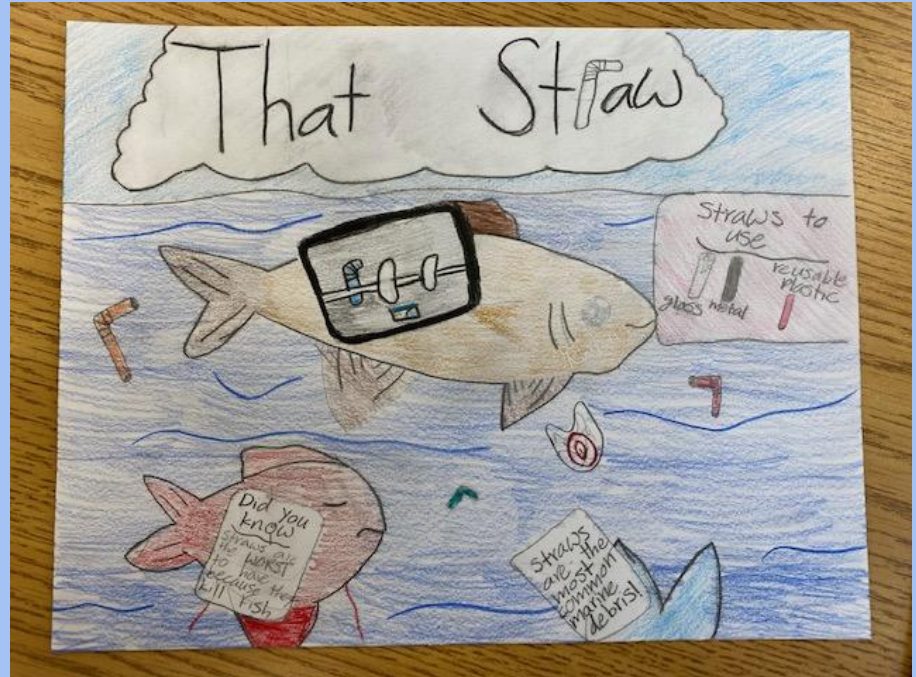
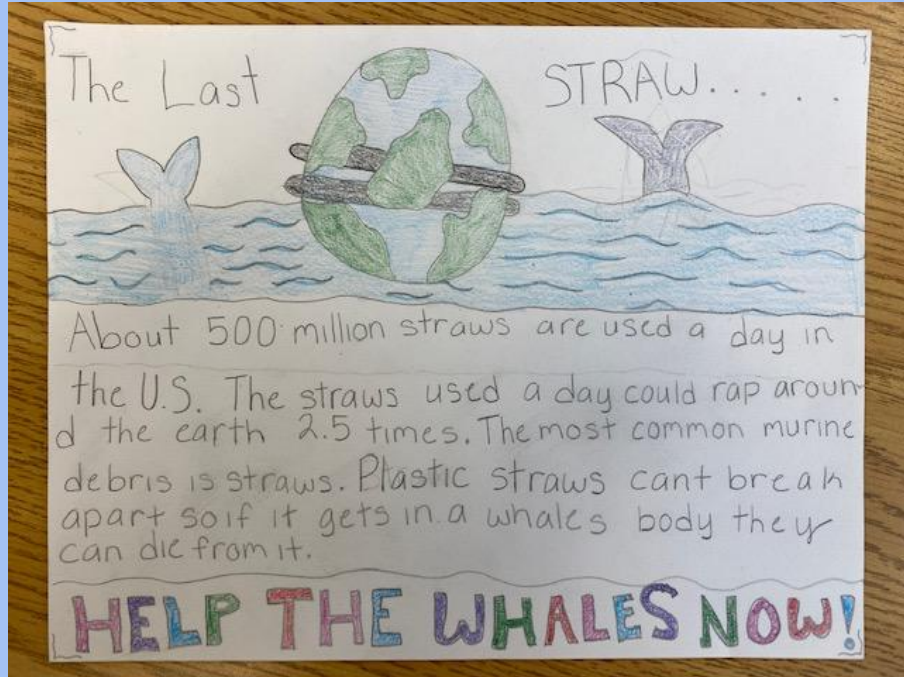
The Last Straw - learned about how harmful straws are to our oceans and whales.



Mrs. Jacoby's 3rd Grade created posters to advertise why we should refuse/reduce the use of plastic straws.




Mrs. Jacoby's 3rd Grade posters continued



Mrs. Jacoby's 3rd Grade Class -Ocean Hallway Display



Mrs. Jacoby's 3rd Grade Action Phase


THE LAST STRAW

Single use plastics, like drinking straws, are entering our oceans at an enormous rate. In the United States alone we use 500 million straws per day! That's enough straws to wrap around the earth 2.5 times a day. Plastic never truly goes away, even if it is recycled, so it's stuck in our environment forever.

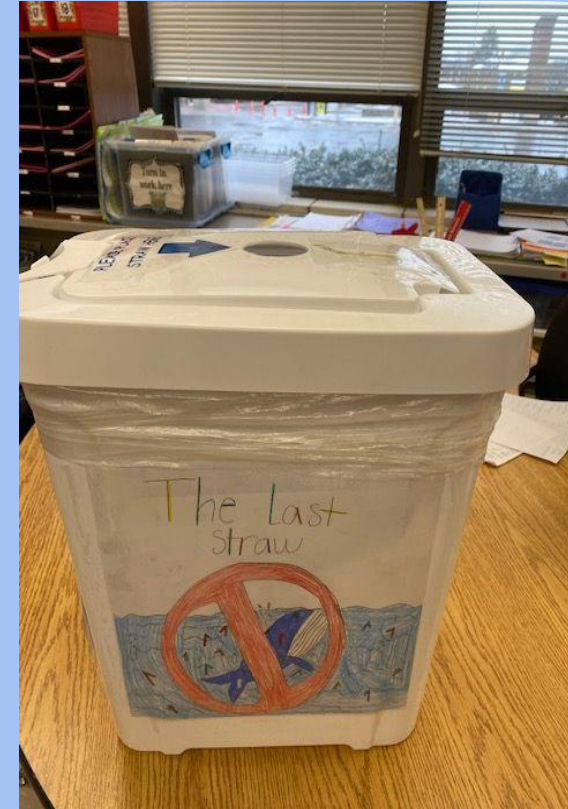
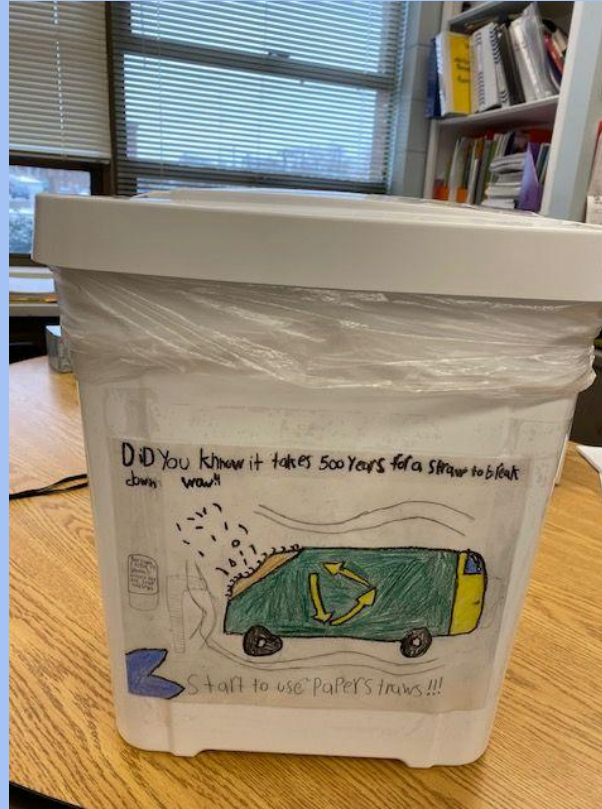
We all contribute to this problem, so everyone can make a difference! Sign this pledge today to commit to reducing your use of single-use plastics by going plastic straw free and always remember to **refuse** plastic straws when ordering at your favorite bar or restaurant.

I PLEDGE TO REFUSE PLASTIC STRAWS & PURCHASE ALTERNATIVES TO PLASTIC PRODUCTS

DATE	PRINTED NAME	SIGNATURE	ADDRESS
	Mrs. Jacoby	Mrs. Jacoby	
	Sofia	Sofia	
	Colton	Colton	
	Julia	Julia	
	Colin	Colin	
	Everlyn	Everlyn	
	Charlie	Charlie	
	Greyson	Greyson	
	Natalie	Natalie	
	Jose	Jose	
	Nora	Nora	
	Lillian	Lillian	
	Dario	Dario	
	Gabri	Gabri	
	Eddie	Eddie	
	Ella	Ella	
	Vivian	Vivian	
	Camden	Camden	

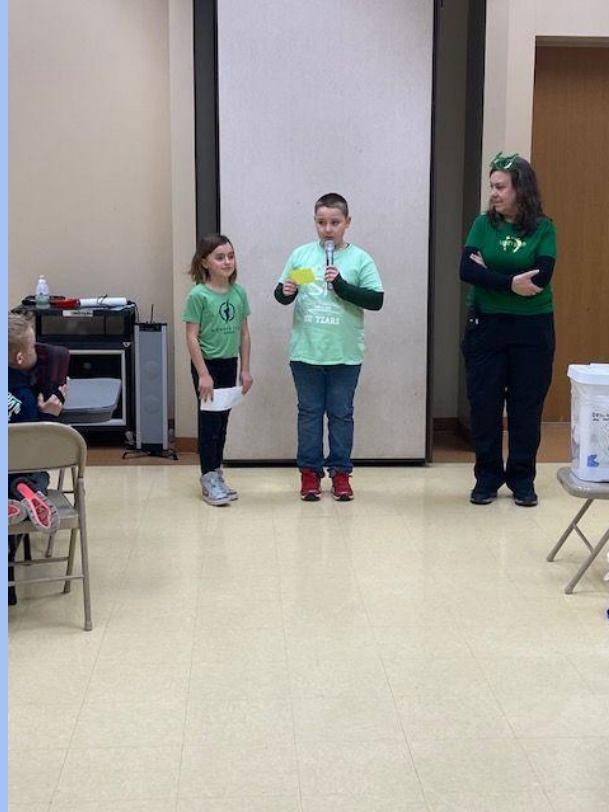
Our class signed a pledge that we would refuse straws or be more responsible with recycling them!

Mrs. Jacoby's 3rd Grade Action Phase



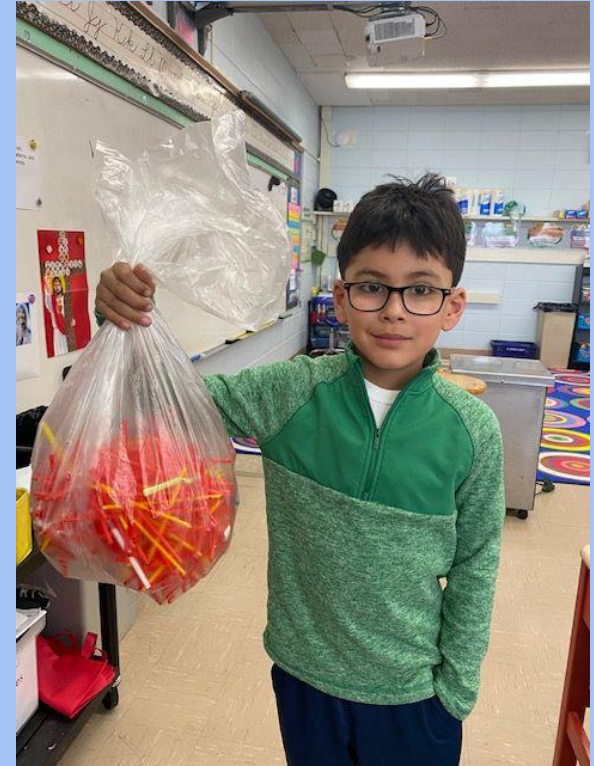
We made our own straw recycling bin to put in the lunchroom for straws that were used!

Mrs. Jacoby's 3rd Grade Action Phase



Third grade students gave speeches during lunch (after the first week of action phase) to encourage school to refuse straws. Students now need to ask for one if they need it. They encouraged students to recycle them in the bin if they still needed to use a straw.

Mrs. Jacoby's 3rd Grade Action Phase



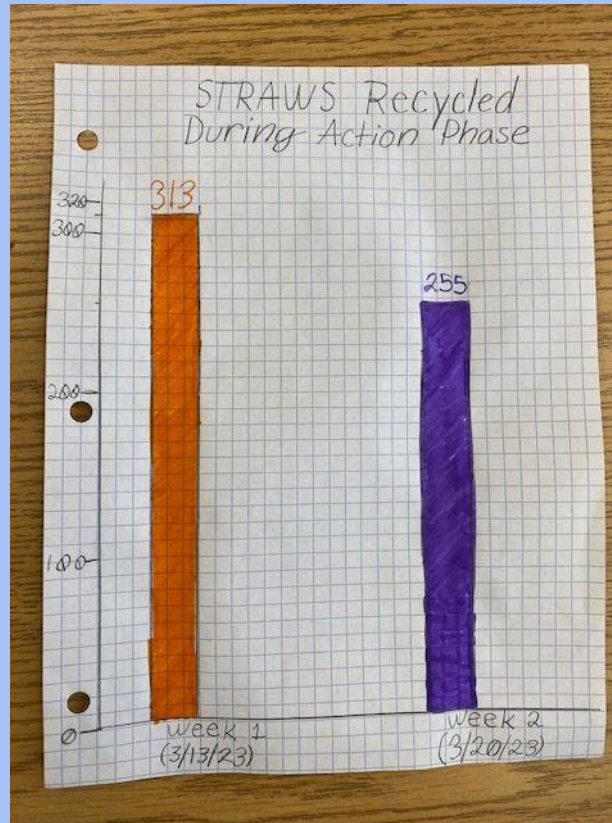
Counting straws used - Week 1 of Action Phase. Recycled 313 total straws!

Mrs. Jacoby's 3rd Grade Action Phase



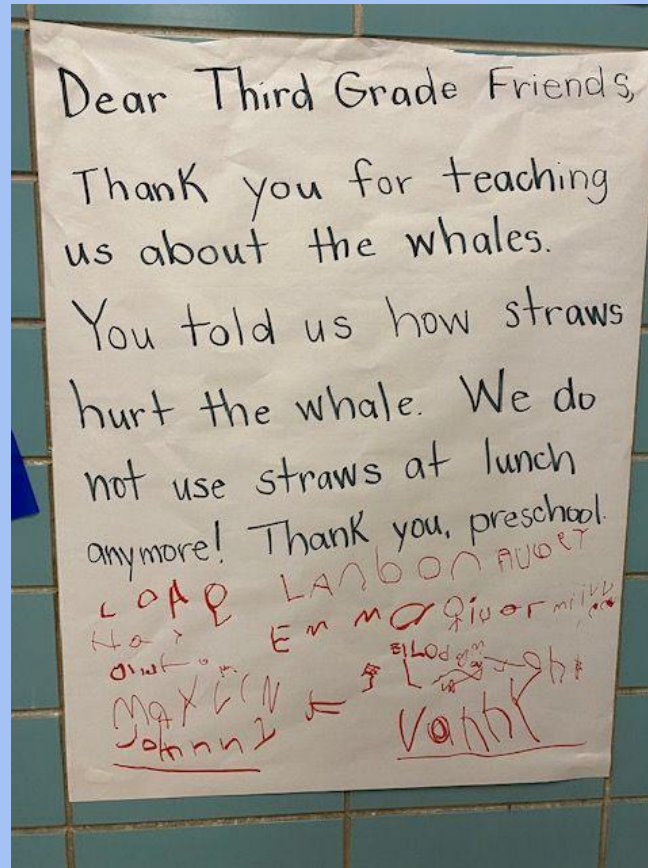
Counting straws used - Week 2 of action Phase. Collected 255 total straws!

Mrs. Jacoby's 3rd Grade Action Phase



Results of straws from week 1 (313) to week 2 (255). A difference of 58 straws just in one week!

Mrs. Jacoby's 3rd Grade Action Phase



Evidence that our action plan is making a difference - one straw at a time!

Mrs. Jacoby's 3rd Grade Action Phase



Raising Awareness - t-shirt design to save the whales with responsible straw use!

Mrs. Doster's 3rd Grade Service Learning Project

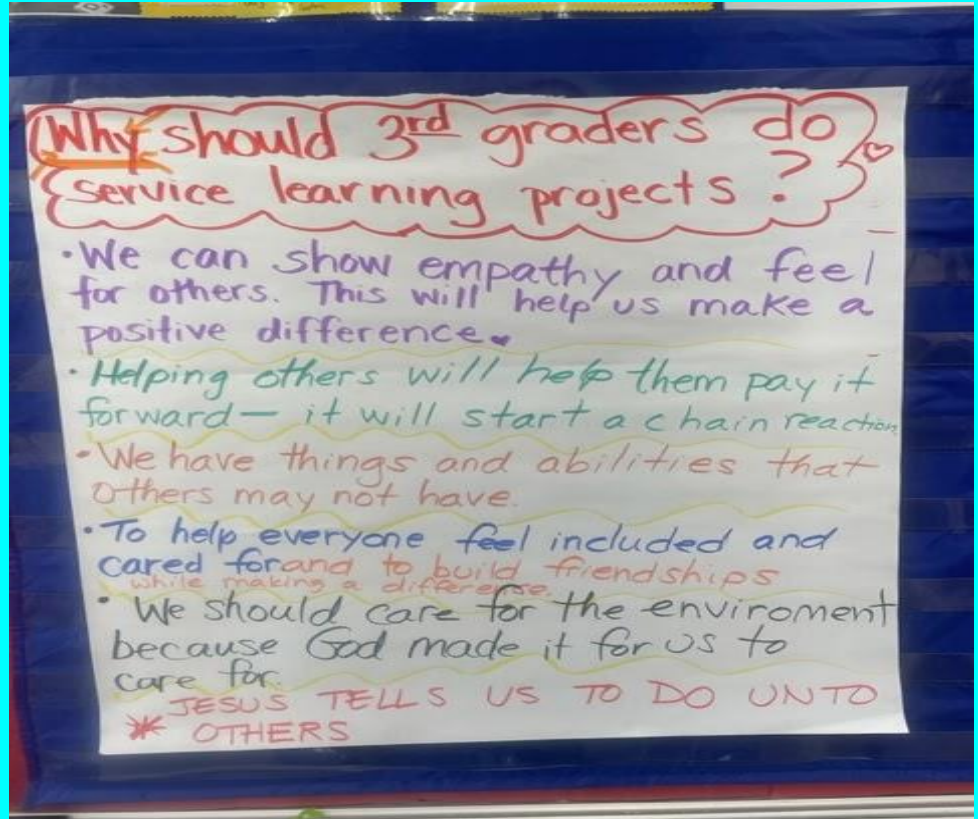
LEARNING PHASE:

We started by learning all about WHY third grade students need to do service using the Corporal Acts of Mercy. Students worked in groups of 4, using poster paper to generate ideas of how they could participate in these activities.



Learning WHY laid the foundation for our learning...

Students worked as a class to discuss and generate a list of reasons WHY 3rd grade students should engage in service learning projects.



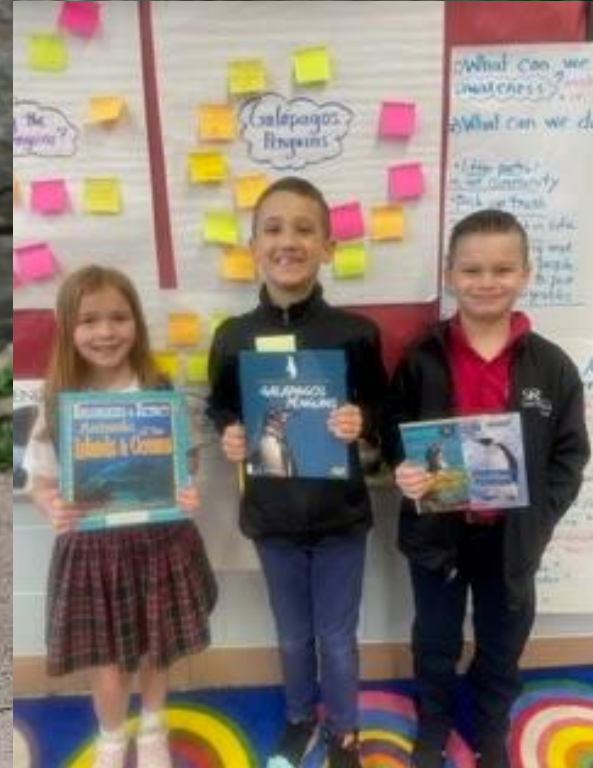
THE GALAPAGOS PENGUIN RESEARCH BEGINS...

WE SIMULATED A “LITTER INVASION”- PLASTIC BAGS, STRAWS, CUPS, BOTTLE CAPS AND WATER BOTTLES WERE EVERYWHERE. HOW CAN THE GALAPAGOS PENGUINS LIVE IN A HABITAT OVERTAKEN WITH PLASTIC AND LITTER?



LEARNING PHASE CONTINUES.....and so does the RESEARCH

Mrs. Doster's class watched 2 full documentaries by National Geographic and the BBC on the Galapagos Islands and Galapagos Islands Endangered Species. Over 10 youtube videos and documentaries on the effects of pollution, littering and climate change were viewed. The class also read nearly 20 books to gain as much information as they possibly could.



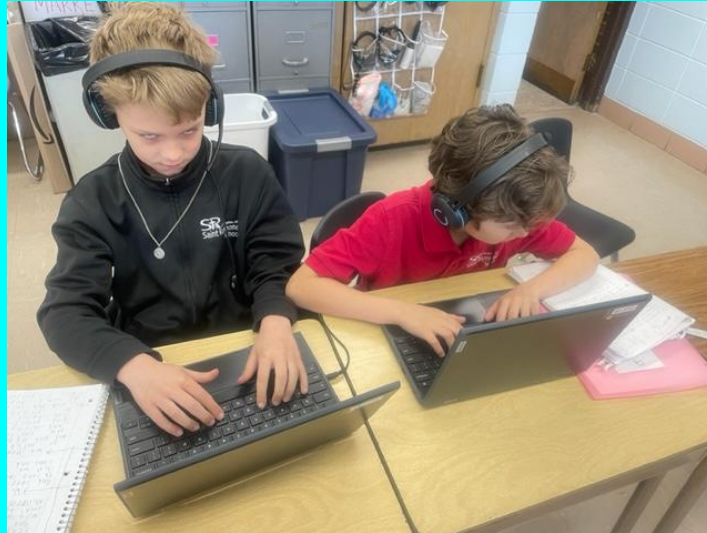
The Learning Phase: Galapagos Penguins need help NOW!

Galapagos Penguins have to build their nests among the litter and trash that pollutes their habitat.



LEARNING PHASE CONTINUES.....

Each student filled pages of notes and dictated those notes into a google docs to collect and organize all the information about the endangered Galapagos Penguins.



Learning Phase: A speaker on the Galapagos Islands

Mrs. Joan Livingston visited our class to provide a first-hand account of the Galapagos Islands. She provided the students with information, pictures and a live Q&A with the class.



STUDENTS WRITE PASSIONATE PERSUASIVE ESSAYS AND PRESENT THEM AT THE PODIUM!

Students write words of conviction and truth about why the world needs to stop littering and help the endangered GALAPAGOS PENGUINS:

Jett wrote: "We need to take care of the Galapagos penguins! I believe it is important to take care of them because they are close to extinction! God created the Galapagos penguins for a reason. If the Galapagos penguins become extinct, we will not see any documents of them, and then the latest video of them would say last recorded 4 years ago."

Alexis wrote: "You see, this trash builds up each year, and sea animals such as Galapagos Penguins consume this litter which is very bad for them. They can suffocate and die after eating the trash.... God gave us a life for a purpose, and one of those purposes is to help the animals that He took His time to create."

Madeline said, “Imagine if you were a penguin, and someone put trash in your ocean habitat?”

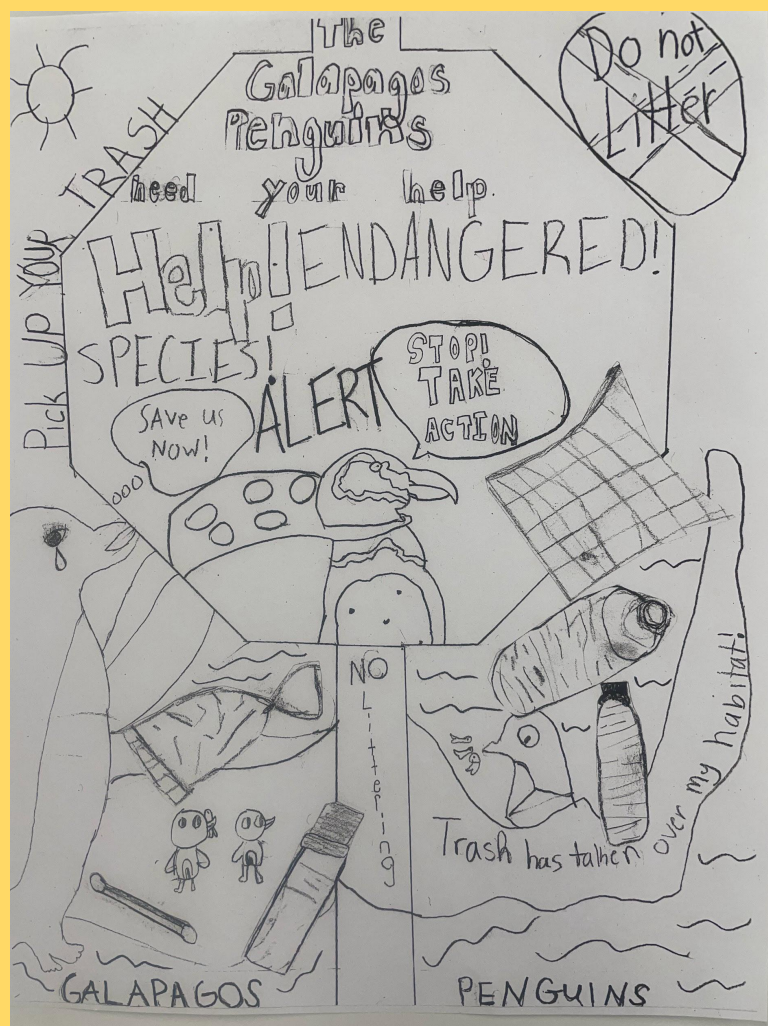
Students speak with conviction about protecting God’s creation, the Galapagos Penguins, and the actions we need to take to keep them from extinction!



Corey said, “God created Galapagos penguins, and we are going to take care of them.”



Pictured above: Future lobbyists to ensure the preservation of the Galapagos Penguins.



Every student had the opportunity to design a part of our classroom t-shirt to bring **AWARENESS** to the critical endangerment of the Galapagos Penguins!





AWARENESS: ENDANGERED SPECIES ALERT!



STUDENTS IN ACTION- Litter patrol around Cathedral of St.
Raymond School.



STUDENTS IN ACTION-Litter patrol around Cathedral of St. Raymond School.



SERVICE LEARNING PLAN IN ACTION:
FAMILIES CARING TOGETHER



STUDENTS AND THEIR PARENTS UNITE TO
PICK UP THE TRASH AND LITTER ON OUR
SCHOOL GROUNDS AND IN THE COMMUNITY

Mrs. Doster's 3rd Grade Action Plan

Litter Patrol 2023: Making a difference in our school and community!



Mrs. Doster's Class Service Learning Project: **REFLECTION**

The most frequent response our class said on their reflection:

"At first I was disappointed that our service learning project was on animals, but now I have learned how important it is to help God's beautiful creatures like the Galapagos Penguins." Talen

"I now know God is calling us to protect and preserve His creatures from going extinct." Kian

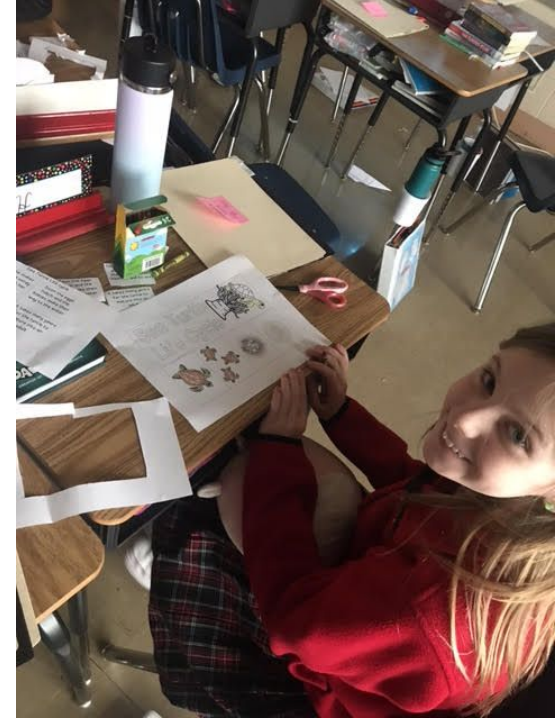
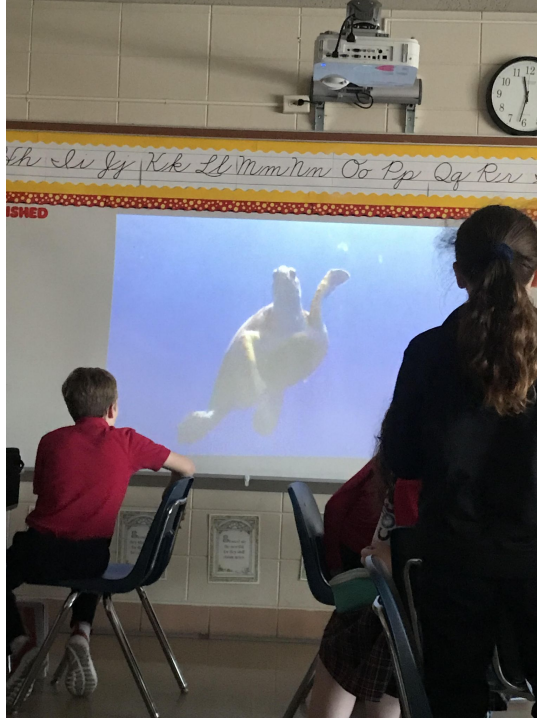
"I thought it was no big deal to litter. I thought it was somebody else's job to pick up trash. I have learned that I can pick up trash and litter and help my community and save the animals in my community." Anonymous student 😊

Ms. Nichols 4th Grade Class- Sea Turtles



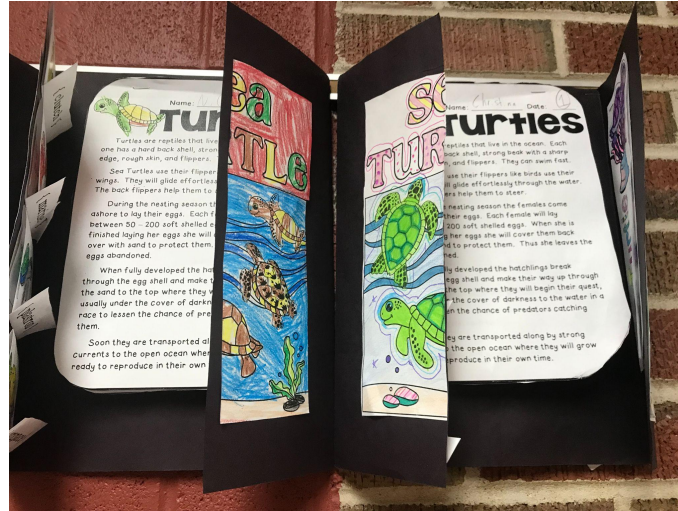
Ms. Nichols Class: Learning Phase

We researched why the Sea Turtles are endangered and on the verge of extinction. We learned more and researched by watching videos and reading passages to help us dig deeper on the background of Sea Turtles. We watched a documentary on saving sea turtles in Cape Cod.



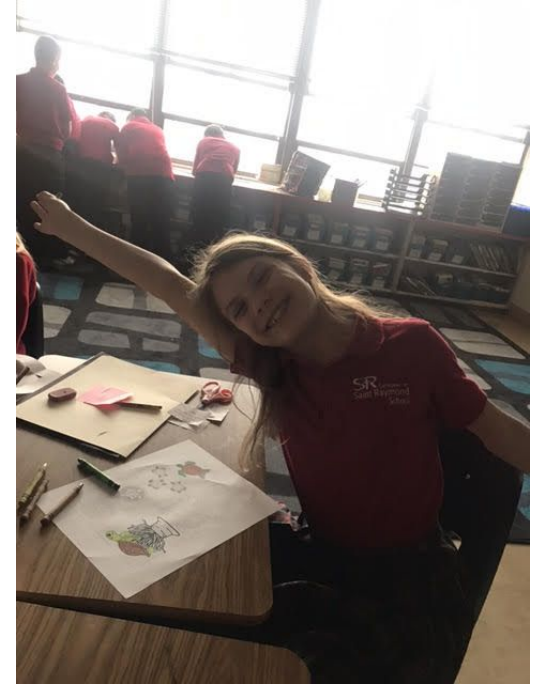
Gathering our research: Lapbook

We gathered our research into a lapbook. It had different categories to help us learn and explore the life of a sea turtle. We learned the important things they need to survive and stay healthy in the wild. They are affected by humans and predators.



Gathering Our Research

In our lapbook there was also information on habitat, size, eating habits, where they live, and other interesting facts on sea turtles.



First Step of Our Action Plan

We researched how we can help save the sea turtles. We learned that our oceans are very polluted, that can affect the life of a sea turtle. We began by collecting small pieces of plastic (bottle caps) that turtles mistake for food. If the sea turtles eat plastic they can get a disease which will cause them to float at the top of the water. This can harm them in many ways such as boat accidents, net catching, and sunburn.



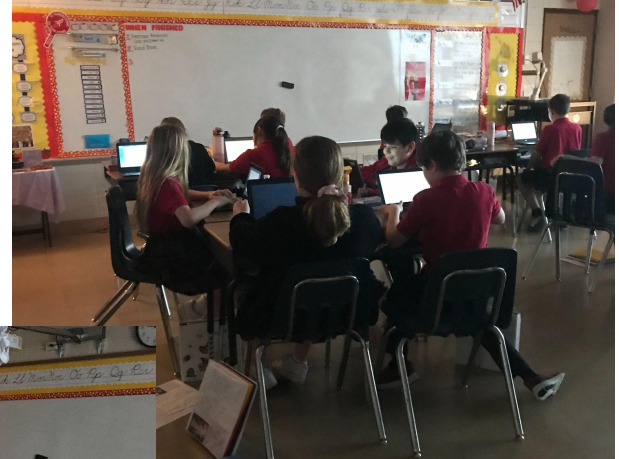
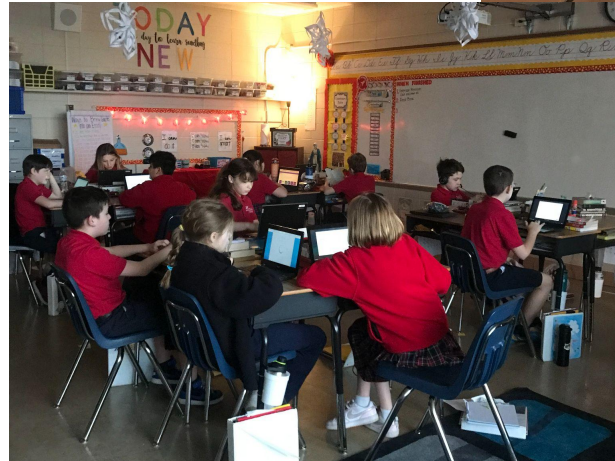
Action Plan

We made a sea turtle out of our bottle caps we collected.

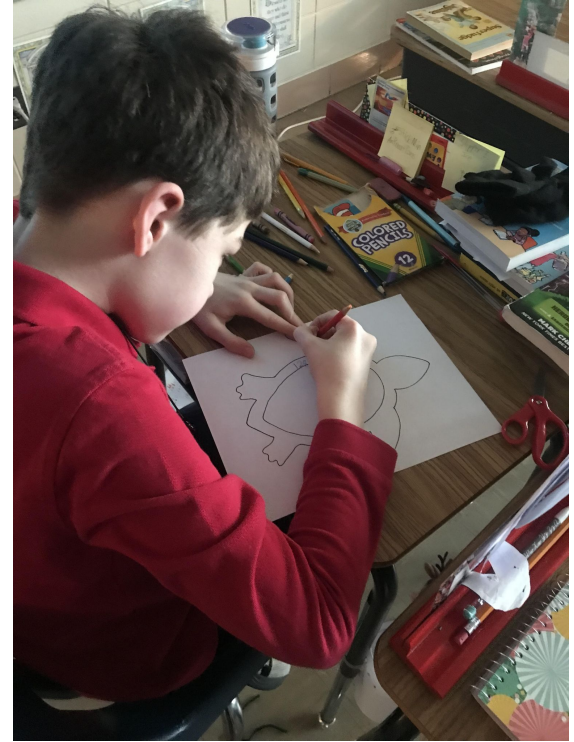
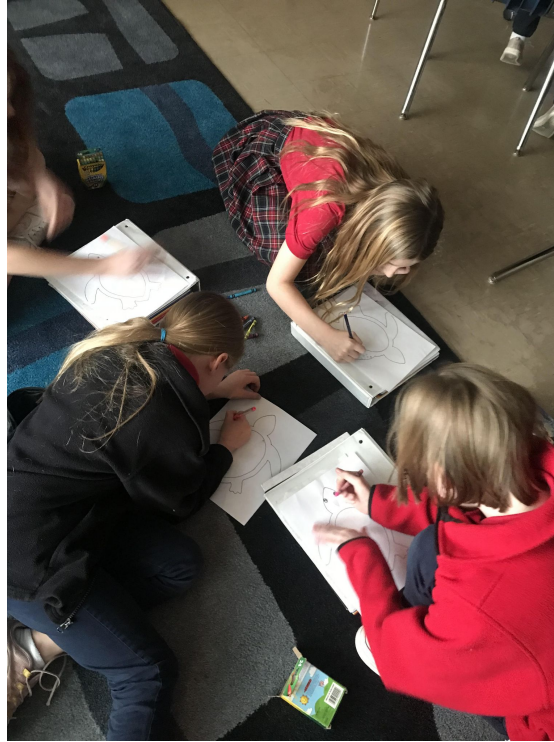
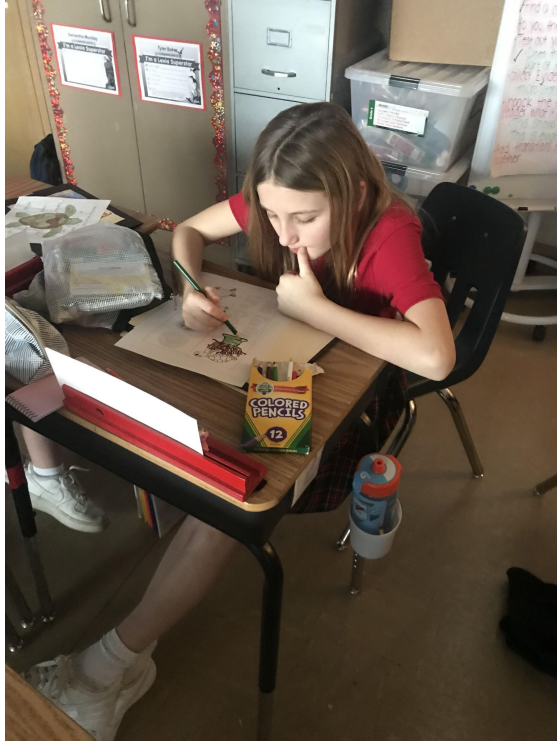


Next Phase of Our Action Plan

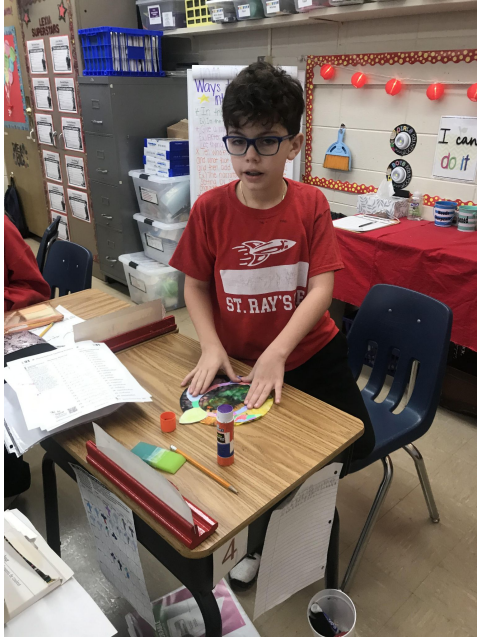
The next phase of our action plan is spending the day with the lights dimmed and the shades shut. This is crucial to save sea turtles during the nesting season. If the sea turtles see light they will be attracted to the light and will not make it to the ocean. They will travel in the wrong direction.



Working Hard on Trying to Save Our Sea Turtles



Working Hard on Trying to Save Our Sea Turtles



Class Reflections

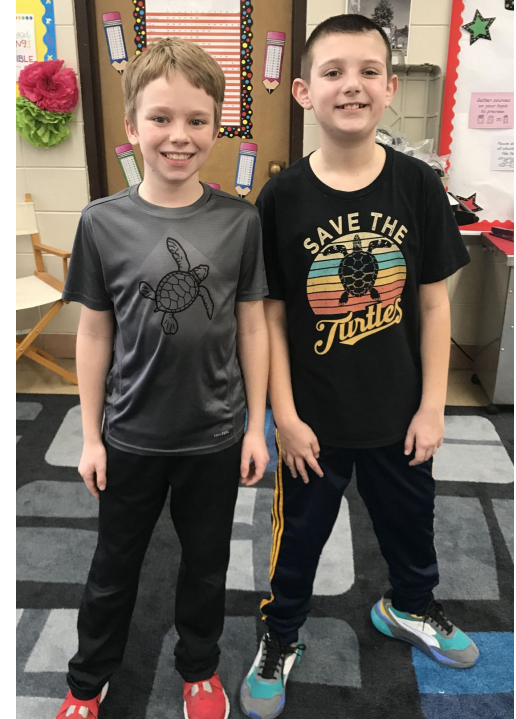
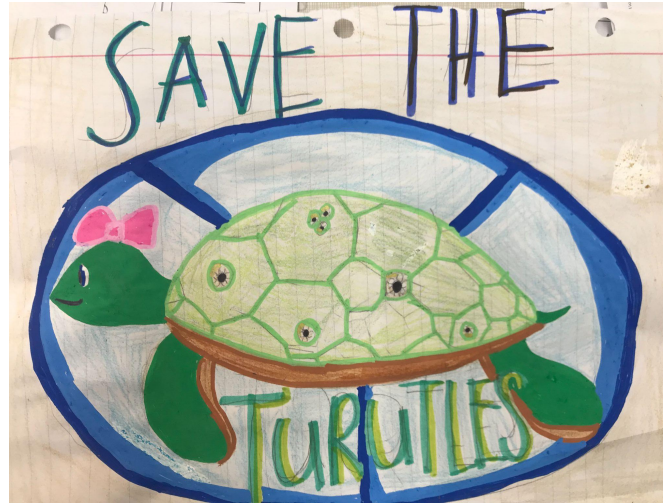
“I will start to recycle more to help save the sea turtles.”

“I will throw my things in the garbage instead of letting it go into the ocean to possibly harm our sea life.”

“I learned I can help without touching or interacting with them, I can recycle or use reusable water bottles to cut back on waste.”

“I will not litter, I will destroy sandcastles before I leave the beach, and move the sea weed away from the shore.”

Save Our Sea Turtles!

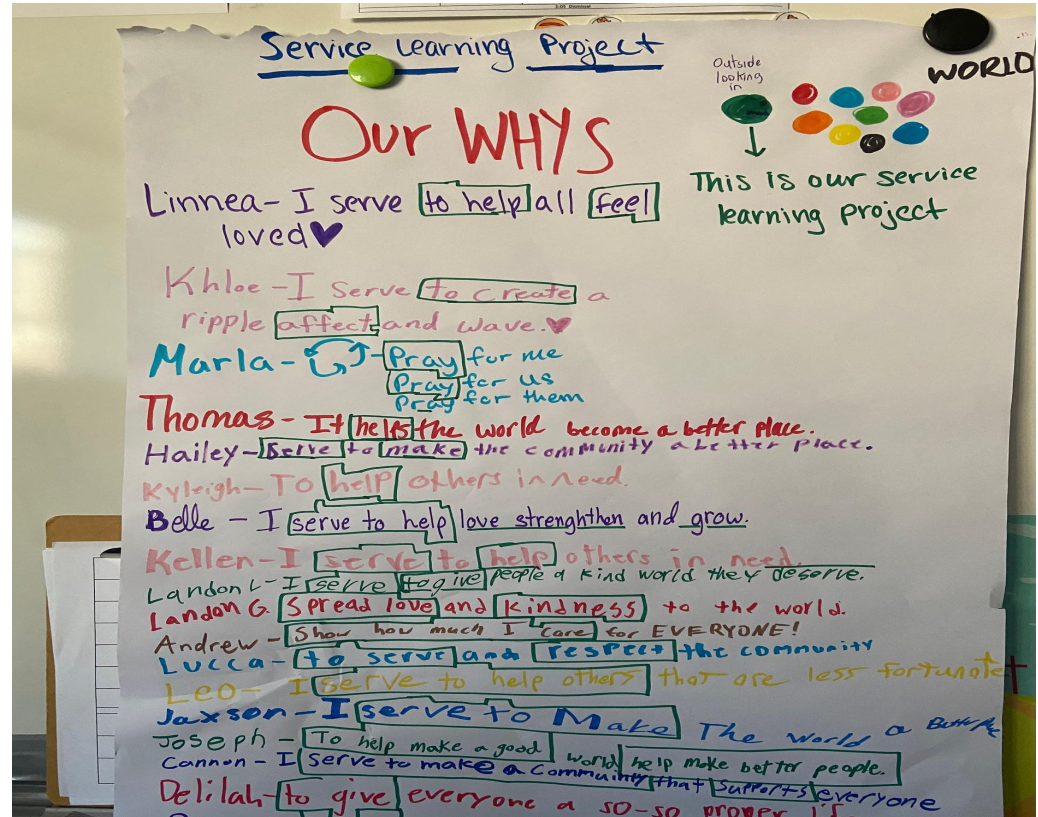


Mrs. Knapp's 5th Grade Class - Hector's Dolphin



Mrs. Knapp's 5th grade class - Why Service?

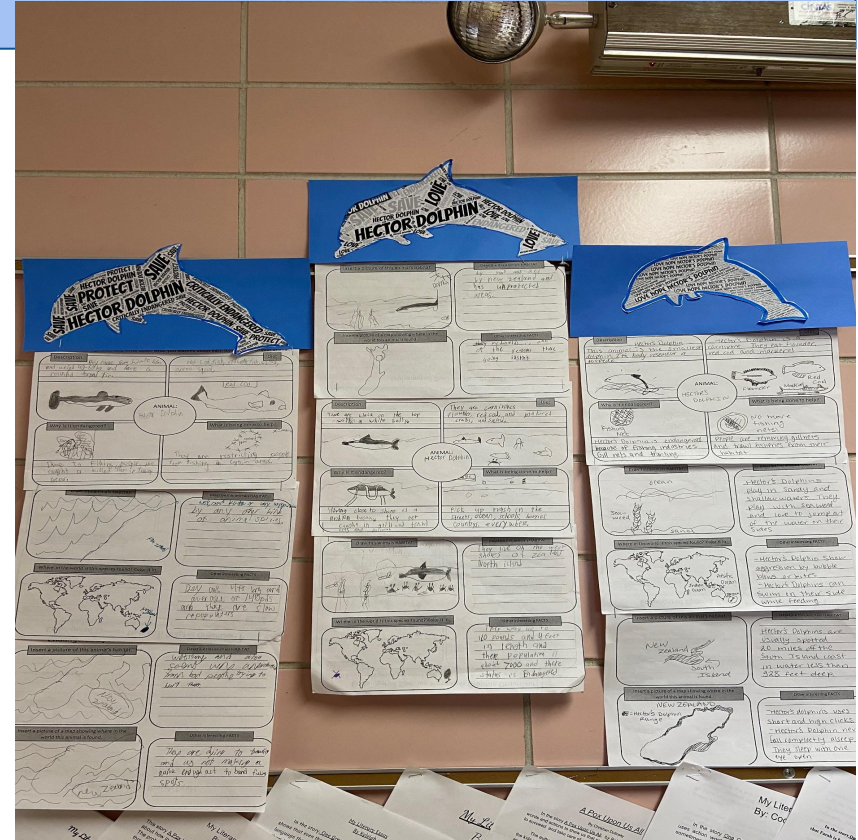
ed an awesome video on the "Why Service Learning? After watching the
ne up with ideas of how the Corporal Acts of Mercy could guide their
eas. They expressed their thinking on chart paper.



Mrs. Knapp's 5th grade class - Research Packets

As part of their research we watched videos, read books, and found many interesting websites to investigate all about Hector's Dolphin.

Students completed an informational packet about the Hector's habitat, size, eating habits, where they live, and other interesting facts before investigating why the Hector's Dolphins are endangered.



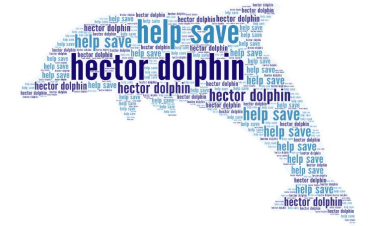
Mrs. Knapp's 5th grade class - Research in Action



Mrs. Knapp's 5th grade class investigates why the Hector's Dolphin is endangered. Afterwards, they used a dolphin image to create WordArt pictures using words of endearment and action to express their feelings.



Love, Protect, Help, Cute, Rare,
Mickey Mouse



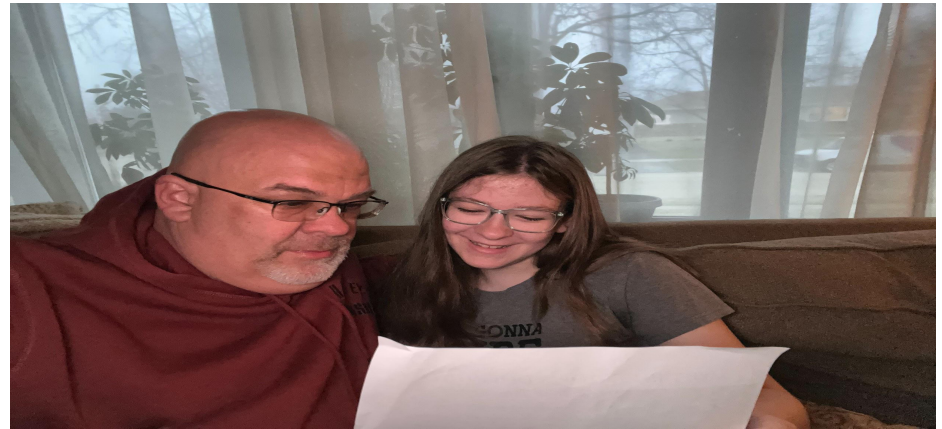
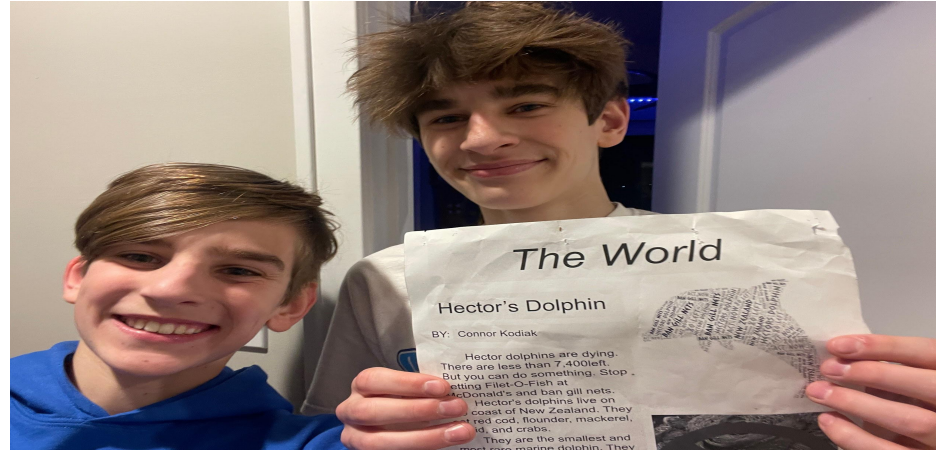
Spread the Word - Mrs. Knapp's 5th grade class- Newsletter
Students created individual newsletters to take home and share with family and friends. They captured this in pictures!



Mrs. Knapp's class sharing Newsletter with Friends and Family



Mrs. Knapp's class sharing Newsletter with Friends and Family




Mrs. Knapp's 5th grade class - Class Newsletter

The students collaborated and choose what they thought was the best information from all the newsletters and created ONE class Newsletter then distributed the newsletter in the library to spread awareness to the student body.

SAVE

Hector's Dolphin



Endangered

By Mrs. Knapp's 5th grade class

Hector's Dolphin is the smallest and rarest dolphin in the world. It is endangered.

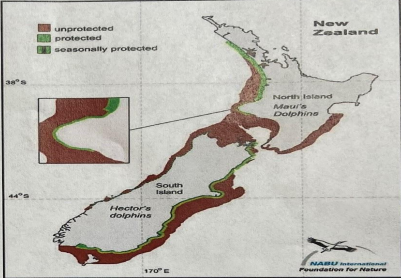
There are so many Hector's Dolphins being killed by fishermen using gillnets and trawling nets. The dolphins get caught in the nets and die. McDonald's uses nets to catch Hoki fish for their Filet o Fish sandwich. The Hoki swim in the same waters as the Hector's Dolphin.

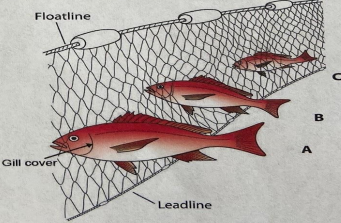
The definition of gillnet- A fishing net which is hung vertically so that fish get trapped in it by their gills

unprotected

protected

seasonally protected





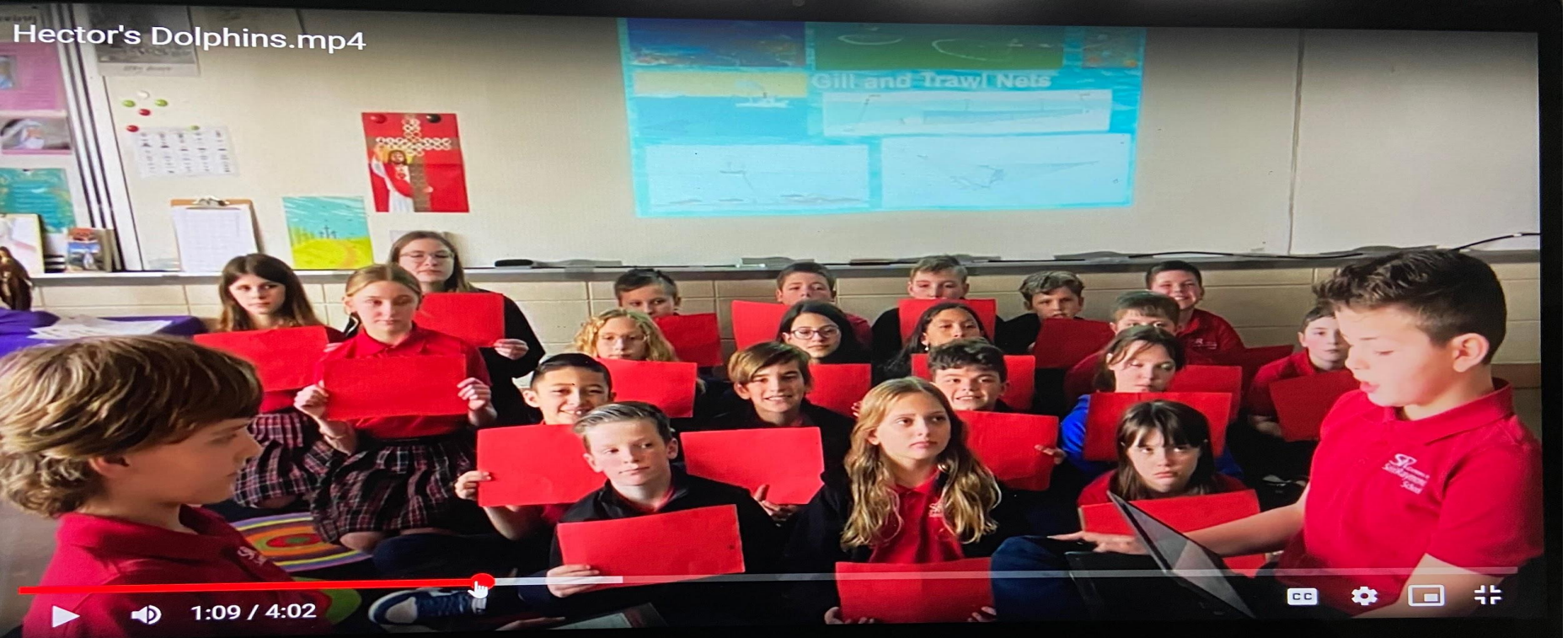
For more information go to : [Hector's and Maui's Dolphin SOS](#)



Mrs. Knapp's 5th grade class - Tech at St. Ray's Q & A

Students learned that commercial fishing is the primary reason the Hector's Dolphin is endangered. They researched what actions are being taken to help these dolphins. They shared this information through a Question and Answer interview video. You can watch this video on Tech at St. Rays Student Projects ...

Hector's Dolphins.mp4



Mrs.Knapp's 5th grade class - Student Reflections...

- "This project has changed me into a more observant person. Now I think before I do something that could hurt the Earth." **Landon L.**
- "I want to know more about marine life" **Kellen**
- "I wouldn't have lost sleep over this animal knowing I didn't help, but now I have a strong bond with the dolphin!" **Joseph**
- "People can be careless when fishing. They are not thinking about dolphins getting stuck in a net." **Delilah**
- "I am more invested in Hector's Dolphin. Overall, it was a fun learning experience." **Jaxson**
- "I really liked learning about the Hector's Dolphin. I learned they might go extinct." **Lucca**
- "I learned how we are such a threat to Hector's Dolphin." **Leo**
- "This project was a reality check for me. This has opened my eyes to see what is really happening to animals. Whether it is a dolphin on a small island in New Zealand or an elephant in Africa, I will fight for them." **Linnea**
- "I wasn't interested at first, but I got to know more about them and really started caring for the dolphin." **Kyleigh**
- "It changed. I have more feelings about animals. I loved this project and hope there are more to come." **Thomas**
- "It made me think about how animals are getting treated." **Sophia**
- "This animal has made me think in a different way of not just animals but the whole world around me." **Khloe**
- "I started to worry about the dolphin and was a little mad at the fishermen." **Cooper**
- "The entire project has opened my eyes to not just the land animals but those beautiful sea creatures." **Belle**
- "At first I was like, What's a Hector's Dolphins, but then I saw what was happening and we need to help." **Cannon**
- "I loved learning about Hector's Dolphins. This helped me learn more about endangered animals and how to help." **Connor**
- "I learned about what some animals go through and did research to help." **Hailey**
- "This project pushed me to learn about something new, explore different things and work with others." **Scarlett**
- "The Hector's Dolphin changed my perspective on why I want to help animals when I get older." **Marla**
- "It changed me to look at the dolphin and other endangered animals more closely and how to spread awareness about things that matter." **Christian**
- "I feel like it's heart touching whenever I talk about it." **Andrew**

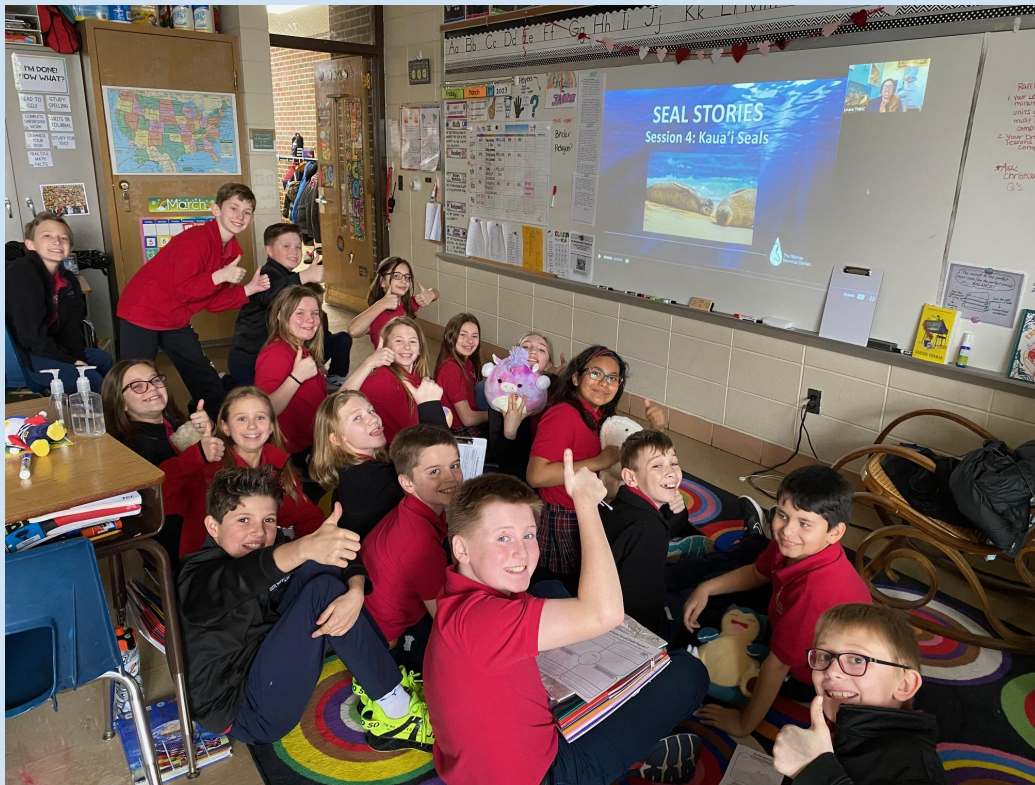
Ms. Neis' 5th Grade Class: The Hawaiian Monk Seal



<https://www.fisheries.noaa.gov/species/hawaiian-monk-seal>

Ms. Neis' 5th Grade Class: The Learning Phase

We researched the reasons why Hawaiian monk seals are endangered. We conducted our research by reading books and articles. We also watched the Seal Stories series, which was recorded by the Marine Mammal Center. This center is the largest marine mammal hospital. It rescues animals near Hawaii and California.



One person we listened to in the Seal Stories recordings is CJ, who works for the Protected Species Program in Hawaii. He taught us about how barbed hooks harm Hawaiian monk seals. He used a machine to show us how to press down the barbs on these hooks.



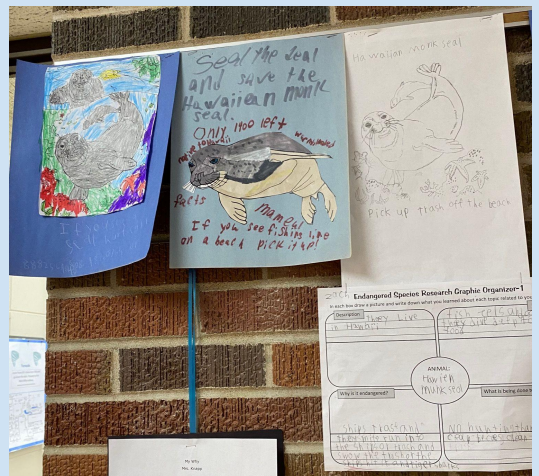
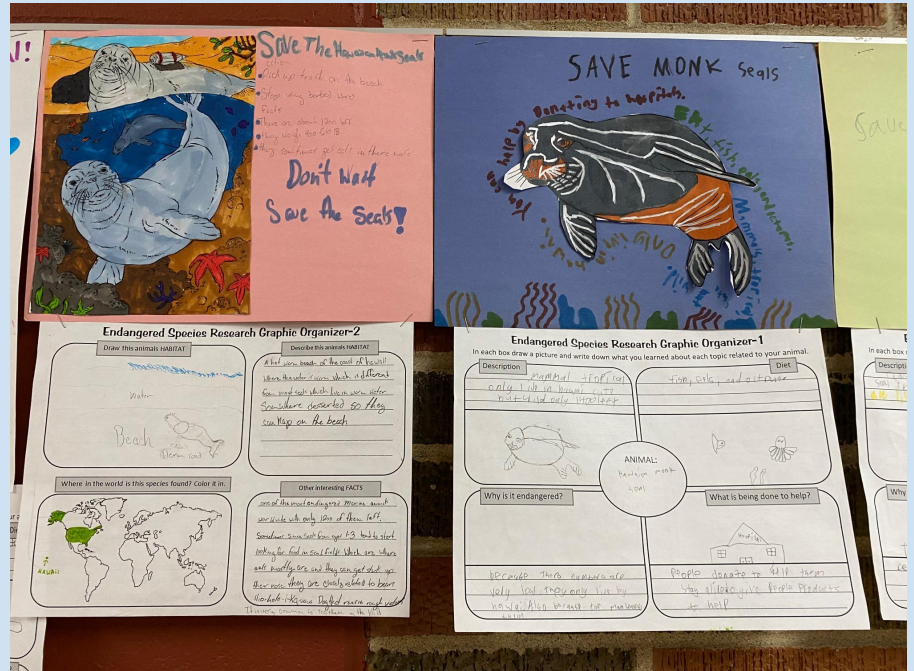
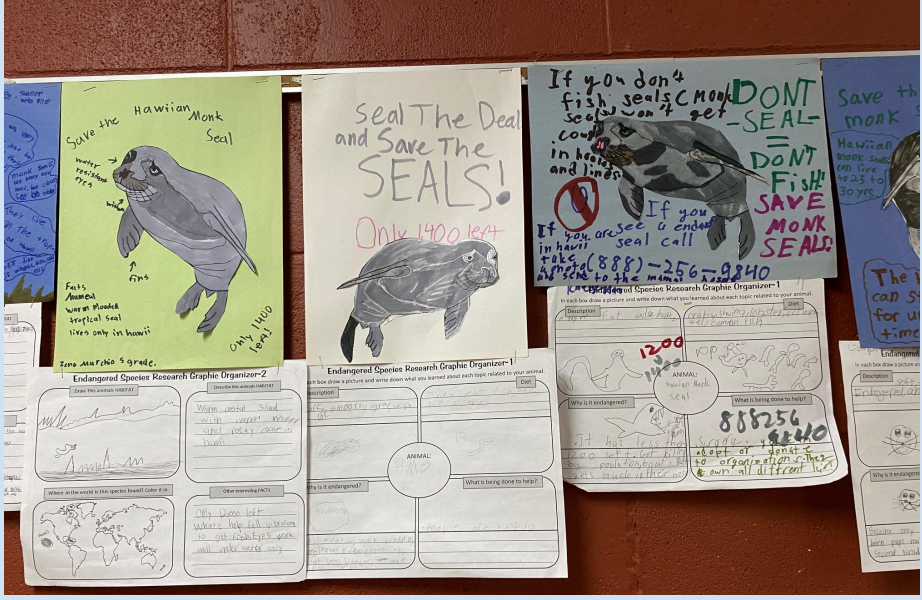
Before



After



We organized our learning using graphic organizers.



After learning about this species, we decided to help Hawaiian monk seals by focusing on these problems:

1. Hawaiian monk seals can be harmed by swallowing **barbed fishing hooks** and by getting entangled in fishing lines.
2. Hawaiian monk seals can be **harmed by swallowing plastic and other garbage.**
3. Hawaiian monk seals can feel threatened when **people get too close** to them.

Ms. Neis' 5th Grade Class: The Action Phase, Part 1

Our class participated in the Marine Mammal Center's Hawai'i Virtual Tour:
'Ohana Challenge!



E MO'OLELO KĀKOU

CHALLENGE #1



Please visit these stops during the [Hawai'i Virtual Tour](#) before starting **Challenge #1**.

We created and shared stories that “would encourage a sense of kuleana (responsibility) in others to care for the ocean and Hawaiian monk seals.”

Title: Shrub and the Strongest Birthday Ever



Written and Illustrated by

I e e g a n

Student Work

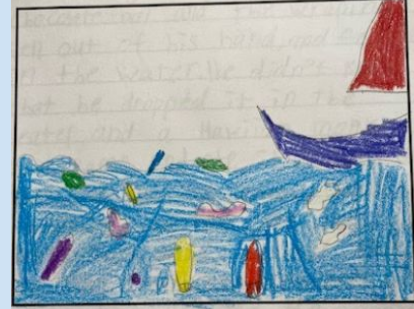
Title: A Seal story



Written and Illustrated by

B E N

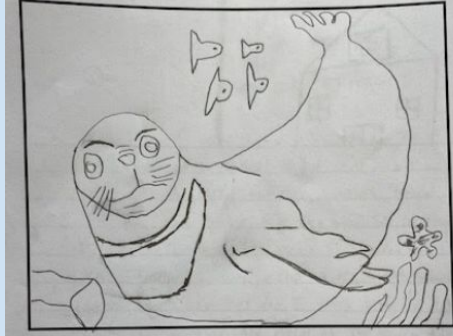
Title: Trash: How it effects the world



Written and Illustrated by

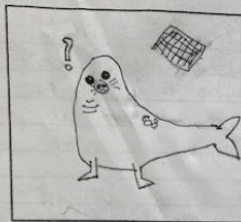
L i z a n d r a

Title: Save The seals



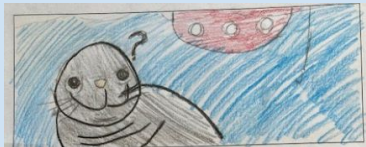
Written and Illustrated by

A l e x



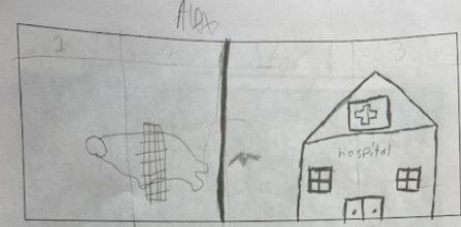
One day, a seal named Shrub was curious and happy, floating through the ocean. It was her birthday. "Wow!" She said. "I wonder where all the seals went." Wondering, she swam around

the reef, thinking about her birthday treat. She saw a cross-crossing green thing. A net. "My cake!" She exclaimed. She swam to it, excited. But soon, she got tangled in. "On no!" Shrub began drifting away from her reef, away from the shore. "I'm running out of air!" She said, struggling to breathe. Then, she felt a low rumbling. She looked up and saw a small boat. A woman with brown hair took out a phone. Her words were muffled by the water. 5 minutes later, another boat came. Many pieces of trash came into the water and pulled out Shrub. Shrub gulped down air, happy to be at the surface. She got to ride



One day on a beach in Hawaii a seal named Timmy was swimming near a beach in Hawaii. He saw something he's never seen before. So he went up to the unusual thing, and thought it was food. So he ate it, and it hurt him really bad, so he swam back to shore. Then the hawk got spit out by the seal. Then on the beach there were all this plastic and litter, then the seal saw a boy picking up the litter, but seal was confused on where all this litter came from. But then he realized that the boy was trying to help

It all started when a person was canoeing and he ate a chocolate bar and the wrapping fell out of his hand, and fell in the water. He didn't know that he dropped it in the water, and a Hawaiian monk seal came and ate it. Because of that the person that was canoeing saw the Hawaiian monk seal and called the Hawaiian monk seal volunteers and when they arrived, they said "Thank you and took the monk seal to the hospital. And since that day everyone heard the story of the Hawaiian monk seal and started to clean up



I am a shark when a seal had a fishing net stuck on him. Until one day someone found the seal and rushed him to a hospital, because of that I am on the way to the hospital. Until finally I was in the marine mammal center and since that day I have been in the hospital seeing better. The moral of the story don't trust everything you see.

MĀLAMA 'ĀINA

CHALLENGE #2



Please visit these stops during the [Hawai'i Virtual Tour](#) before starting Challenge #2.

We worked with our families to play Bingo by doing different actions to reduce our use of single-use plastics.



**Become an
Ocean
Supporter**

*Actions that require the
least amount of time.*



**Become an
Ocean Hero**

*Actions that may involve
more planning or small
group action.*




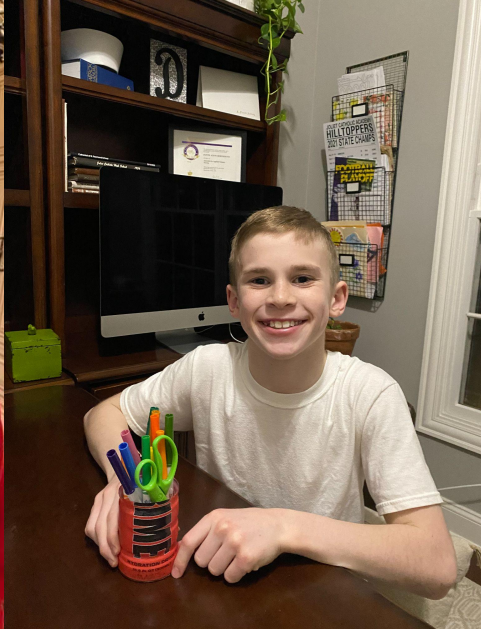
**Become an
Ocean
Champion**

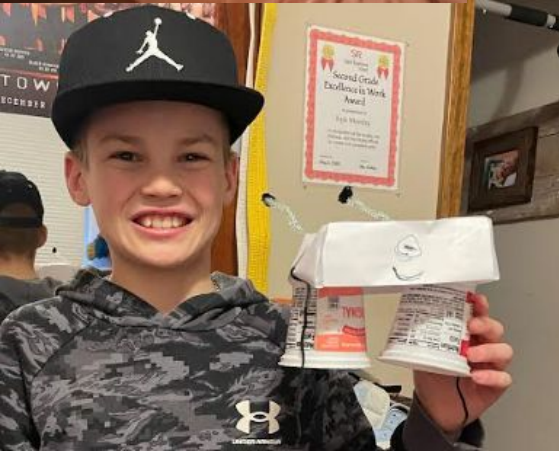
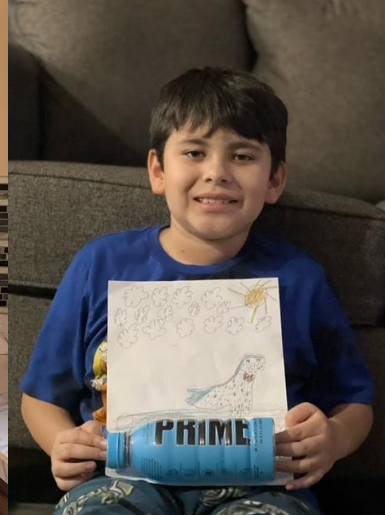
*Actions may take longer,
require more research or
community action.*



B I N G O

USE A REFILLABLE WATER BOTTLE	REUSE PLASTIC FOR AN ART PROJECT	BRING YOUR OWN REUSABLE BAG TO USE AT THE STORE	SWITCH TO BAR SOAP INSTEAD OF LIQUID SOAP	STORE LEFTOVERS IN A REUSABLE CONTAINER RATHER THAN PLASTIC WRAP OR BAGS
SUPPORT A BUSINESS THAT USES ECO-FRIENDLY PACKAGING MATERIALS	SHARE THIS BINGO WITH A FAMILY MEMBER TO DO WITH YOU	FIND A BEACH, WATERWAY OR PARK NEAR YOU AND HELP COLLECT TRASH	SHOP AND SUPPORT YOUR LOCAL FARMERS MARKET (FRESH FOOD TYPICALLY HAS LESS PACKAGING)	PURCHASE FOOD FROM A BULK BIN TO AVOID PLASTIC PACKAGING
SHARE THIS BINGO WITH A FRIEND TO DO WITH YOU	SHARE ON SOCIAL MEDIA HOW YOU ARE REDUCING YOUR PLASTIC USE		CARRY YOUR OWN CONTAINER FOR TAKE-OUT FOOD	USE BAMBOO OR REUSABLE UTENSILS RATHER THAN SINGLE-USE PLASTIC
CONDUCT A HOME WASTE AUDIT AND IDENTIFY HOW MUCH PLASTIC YOU USE	CONDUCT A TRAVEL WASTE AUDIT FOR WHAT MATERIALS YOU BRING WITH YOU WHEN YOU TRAVEL	FORM A TEAM AT SCHOOL OR WORK TO GET MORE PEOPLE WORKING TO REDUCE PLASTIC	TALK TO YOUR FAVORITE RESTAURANT ABOUT REDUCING THEIR SINGLE-USE PLASTIC	TALK TO YOUR COMMUNITY LEADERS ABOUT IMPLEMENTING NEW POLICIES TO REDUCE PLASTIC PRODUCTION
ADD YOUR OWN ACTION HERE:	ADD YOUR OWN ACTION HERE:	ADD YOUR OWN ACTION HERE:	ADD YOUR OWN ACTION HERE:	ADD YOUR OWN ACTION HERE:





MĀLAMA MONK SEALS

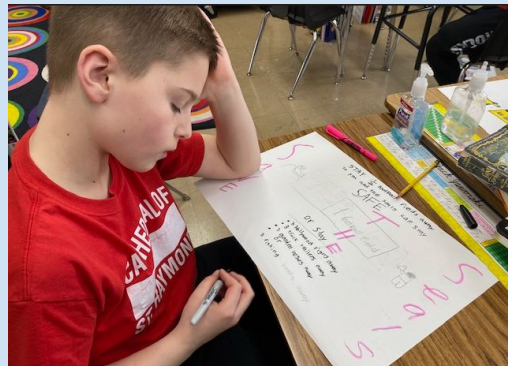
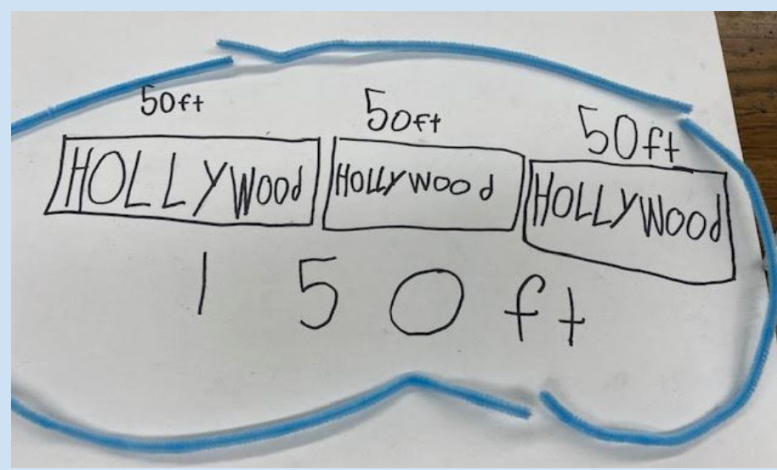
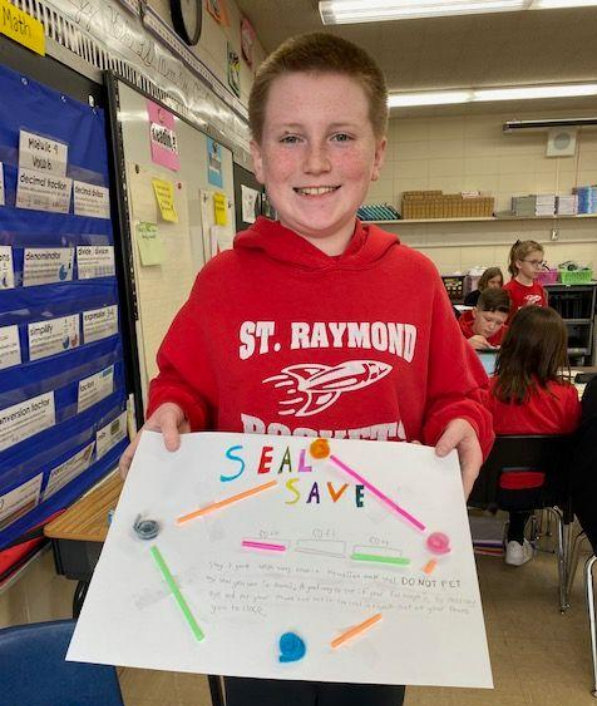
CHALLENGE #3



Please visit these stops during the [Hawai'i Virtual Tour](#) before starting **Challenge #3**.

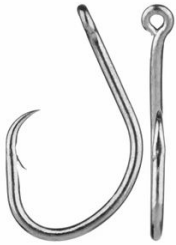
We created and shared posters that show how we “would describe the distance wildlife viewers should keep from Hawaiian monk seals.”

Some signs were given to certain families who agreed to place them in businesses or schools to display for other people in the community to see.



Ms. Neis' 5th Grade Class: The Action Phase, Part 2

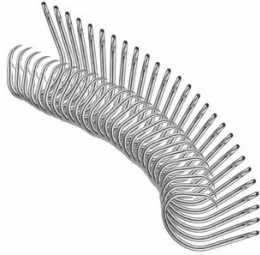
In the last part of our action plan, we typed and sent persuasive letters to a fishing gear store in Hawaii. We informed them of how barbed fishing hooks harm Hawaiian monk seals and encouraged them to stop selling barbed hooks.



Maruto BKN Hook

\$ 2.19 - \$ 3.19

In stock



Maruto BKN Hook Bulk Pack

\$ 13.29 - \$ 22.79

In stock



Maruto MZ Hook

\$ 1.29 - \$ 5.69

In stock



Hifishgear

91-775 Papipi Road

Ewa Beach, Hawaii 96706

orders@hifishgear.com

Dear HiFishGear,

Are you aware of how quickly the Hawaiian Monk seal population is declining? There are less than 2,400 left in the wild. One of the biggest reasons it's declining is because of improper fishing. This includes using (or selling) barbed fish hooks. You should stop selling barbed fish hooks because they hurt the seals, barbless fish hooks are safer, and they are easy to change into barbless hooks.

My first reason that you should stop selling barbed fish hooks is because they hurt the already declining ocean population. For example, lots of seals, 1,000,000 a year to be exact, are killed by swallowed fish hooks or fish hook injuries. Many of them accidentally swallow one or get hooked by one, and it's very hard to get out. This is because the barb, or the little part that sticks out on the hook, gets caught on the skin or throat of the seal. Then, that seal has trouble breathing, or they bleed out from the tear in their skin. This is unsafe and kills so many seals. You should be ashamed of how many seals you single handedly kill a year. The ocean population is slowly declining, and what are you doing to help? Killing more innocent animals.

My second reason you should stop selling barbed fish hooks is that barbless fish hooks are *so much* safer. For example, they are easier to release unwanted fish. Moreover, they cause the fish you are killing little to no pain. To add on, they are safer for humans because they are less likely to get stuck on skin or clothes. And, if they do, they are easy to remove. And, it causes less damage to your gear. Finally, they are safer to protected species. They are easier to remove in surgery. It is also possible they fall out themselves, causing

the animals less trauma and pain. The animal can quickly return to it's normal activities.

My last reason you should stop selling barbed fish hooks is because they are easy to change into barbless hooks. You can take pliers and push down the barb, or there is a machine you can buy for 20 dollars that squeezes it for you.

Please educate yourself on the damage you are doing to the environment and ocean population. Think of your kids who will never know of some animals because they are extinct because of you. Think of the helpless, curious, animals that just want to live their life. Think of the animals that won't find their mom again because she was killed by one of your hooks. Think of that next time you sell one of your killing hooks. Please consider moving to barbless fish hooks. You could save lives.

Sincerely,

Tegan, G. M

Dear HI Fish gear,

It has me concerned that you are using barbed hooks and that is not healthy for the sea animals especially Hawaiiin Monk seals. Because It is dangerous to the animals in the sea, it is less harmful to use barbless hooks, and lastly it keeps the population of these animals alive, and we don't want them gone. What have they ever done to you?

You should stop selling barbed hooks because it is dangerous to the sea animals, because by using barbed hooks it is hurting the animals because they might think that it is food and they swallow it. But not only do they swallow it, it gets stuck in their throat and they need surgery to get it out. Another reason is it decreases the health of the animal, and we want them to stay nice and healthy, and lastly because It will not harm your business because they are still hooks. And if you want to see more click on this link

Barbless Hooks: Why Use Barbless Hooks & How To Make Your Hooks Barbless

Another reason you should stop selling barbed hooks is because, like I said, the hooks get caught in the Animal's throat and that is not good but barbless hooks do not get stuck in the throat. Another reason is it won't hurt the seal as much as a barbed hook would, and lastly it wont destroy the population to much if you us a barbless hook.

Lastly and most importantly it keeps the population of these animals alive, because we don't want them to be gone don't you so use barbless hooks, another reason is it will keep them strong and healthy not in bad health conditions and lastly it will keep our lovely Hawaiiin monk seals alive **if you** use barbless hooks.

In conclusion , I believe that you should use barbless hooks for those very important reasons because we want to keep our animals safe, especially the Hawaiiin Monk seals. So I hope you take what I said into consideration because we love our animals, and I hope you do too!

Sincerely,
5th grader Ben

Dear Hi Fish Gear,

You are selling barbed fish hooks and these are harming all animals and this is not safe for ocean animals because for example there are hawaiian monk seals who are critically endangered. This is for the Cathedral of St. Raymond Noutus is USA, ILLINOIS, JOLIET. I care about this because of your barbed hooks more and more animals are being harmed. My class found you website and thought it would be a good idea to wright to your store to see if we could persuade you to stop or limit you selling barbed hooks for the sake of hawaiian monk seals and all other ocean animals.

So we found your website. This is what we found. https://www.hifishgear.com/collections/hooks?page=1&grid_list=grid-view so we saw that you only or manly sell barbed hooks but if you stop selling these hooks you and your company will **STOP** the poor hawaiian monk seals from the hooks and getting hurt or even possibly dying. This company in hawaii dose barbless hooks which will give the fishing men/women the same sensation of fishing but not harming the animals. you can get this machine where it will push down the barb so it will not harm the animals. <https://www.fisheries.noaa.gov/pacific-islands/resources-fishing/barbless-circle-hooks> "It's the hook's basic design that makes it effective—not the barb.

A barbless circle hook is a regular circle hook with a flattened barb. Barbless circle hooks can minimize fishing's impact on our nearshore resources and protected species. Our research has shown that barbless circle hooks work just as well as barbed hooks. Because barbless circle hooks are easier to remove, or self-shed, they minimize impacts on protected species and fish that are released."

This passage shows that many animals but especially the hawaiian monk seals so i ask with my heart for you to stop selling barbed hooks.

Sincerely, Molly 5th grade

Ms. Neis' 5th Grade Class: The Reflection Phase

"I learned that..."



...I can **help animals stay alive** and live healthy and have a good life." -Landon D.



...I need to help the endangered species so that they **don't go extinct** and so that their **population can grow back**." -Tanner



...I have just as much of an **impact** as everyone else." -Drake



...if I do a small thing, it will **lead to something big**." -Tommy



...this topic has changed my thought process on garbage, oceans, and wildlife. It...made me think more of **how precious animals are**, but also how endangered some species are." -Nolan



"...if we help the oceans, it **helps all of the animals**." -Zach



"...just because I'm a small kid doesn't mean I can't **make a big difference**." -Jack M.

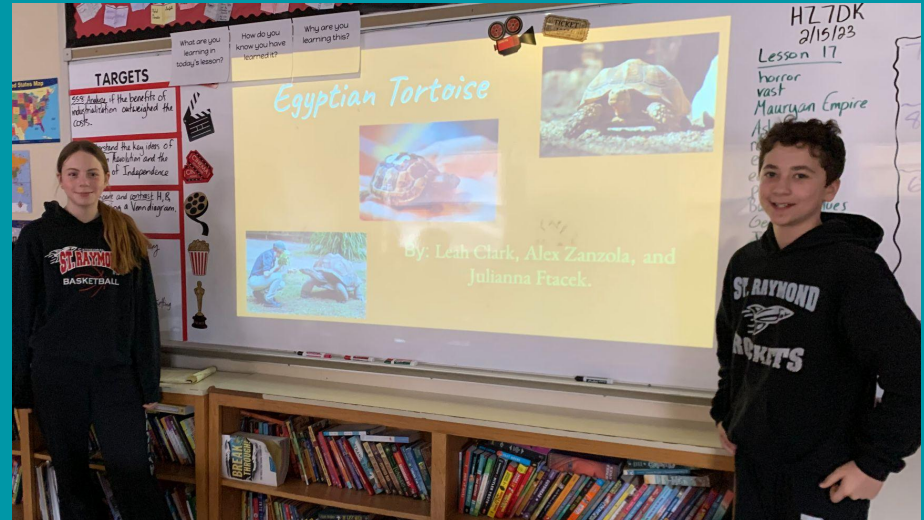
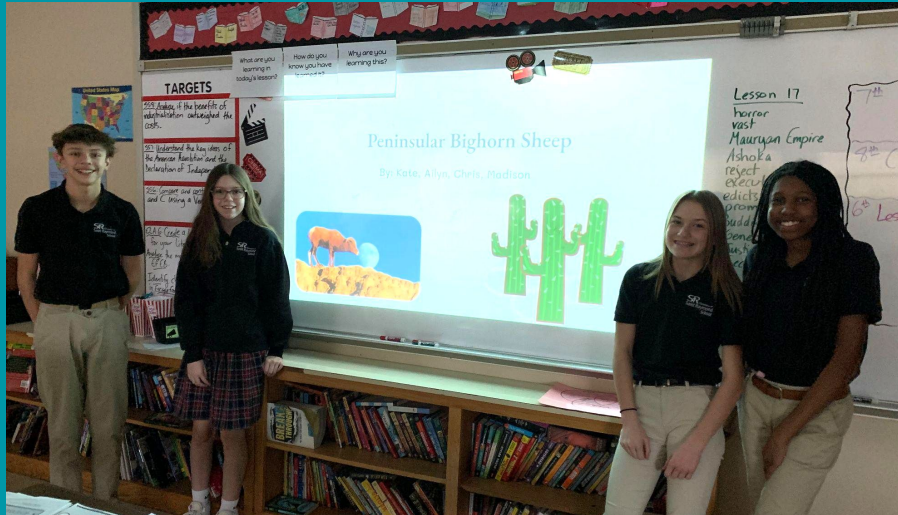
Junior High

How Does Climate Change Harm Animals?



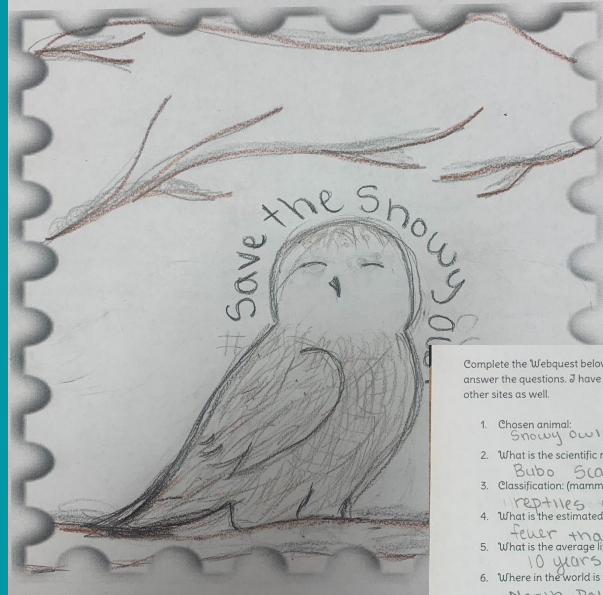
Endangered Animal Day

The junior high students acquired some basic knowledge of endangered animals in different regions during our Endangered Animal Day. Issues that impact each region were highlighted in order to give students an idea of why the various animals that live there are endangered.



In the space below, create a commemorative postage stamp that would raise awareness to help save the arctic animal you have researched.

When learning about endangered animals in the arctic tundra, students completed a webquest and designed a postage stamp about an endangered animal in that region.

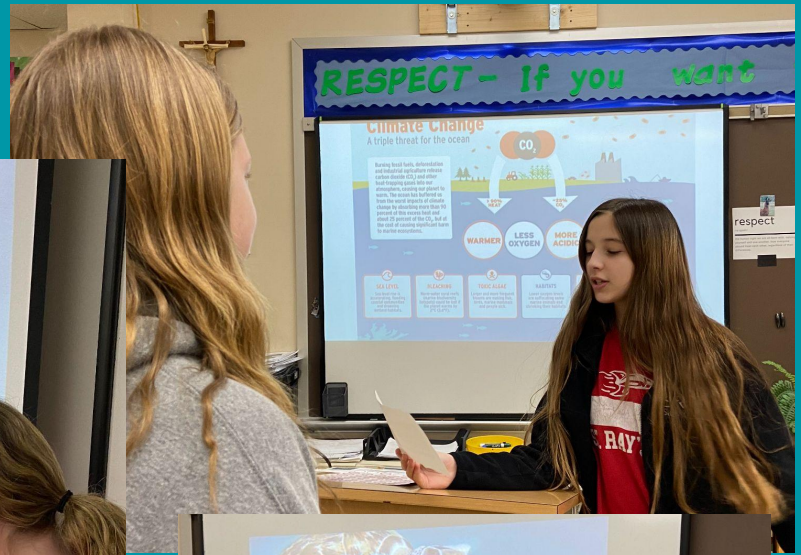
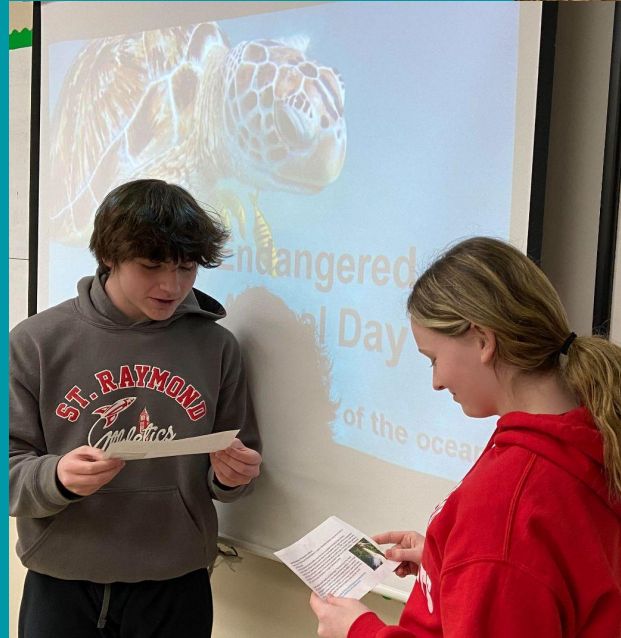


Complete the Webquest below on an endangered arctic animal of your choice. Use the internet to help you answer the questions. I have posted two links on Google Classroom that may be helpful. Feel free to use other sites as well.

1. Chosen animal:
Snowy owl
2. What is the scientific name of this animal?
Bubo scandiavicus
3. Classification: (mammal, reptile, bird, etc.)
reptiles and bird
4. What is the estimated number of this animal currently living in the wild?
fewer than 20,000
5. What is the average lifespan of this animal?
10 years
6. Where in the world is this animal found?
North Pole, Southern Canada, North America, parts of Asia and Europe.
7. What does this animal eat?
lemmings, Arctic hares, mice, ducks, and seabirds.
8. Predators: Do any other animals eat this animal? If so, list them here:
Arctic foxes, dogs, wolves, and predator birds.
9. Give two reasons this animal is endangered:
The first reason is because of climate change. Without the snowy cold climate they need to find food they would die.
Also during migration they have
10. What conservation efforts are being made to help this animal? (communication)
Scientists are tracking towers, wind turbine, the animal using G.P.S. and air plane collisions. This helps gather more data so people can help more.

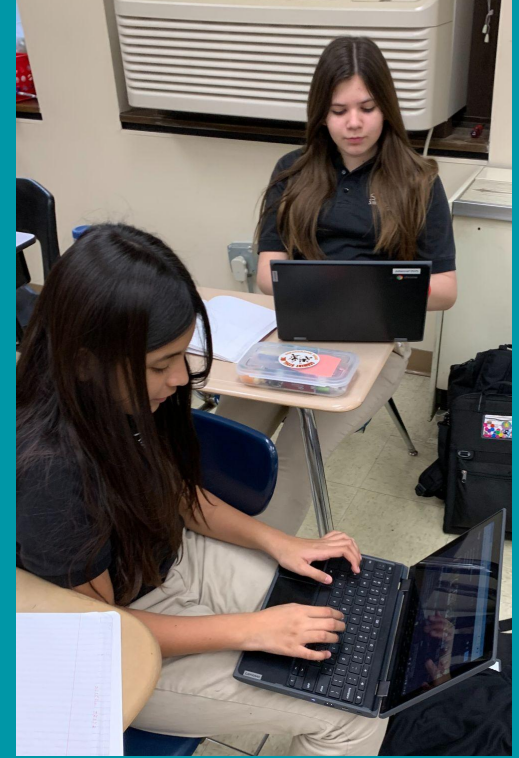
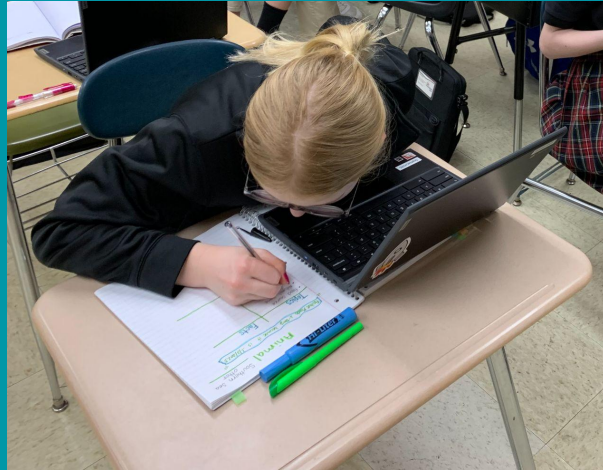
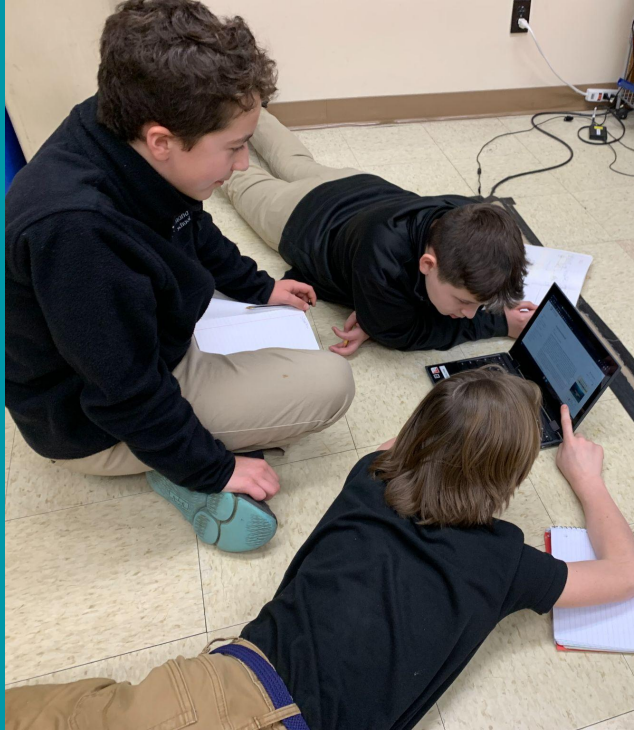


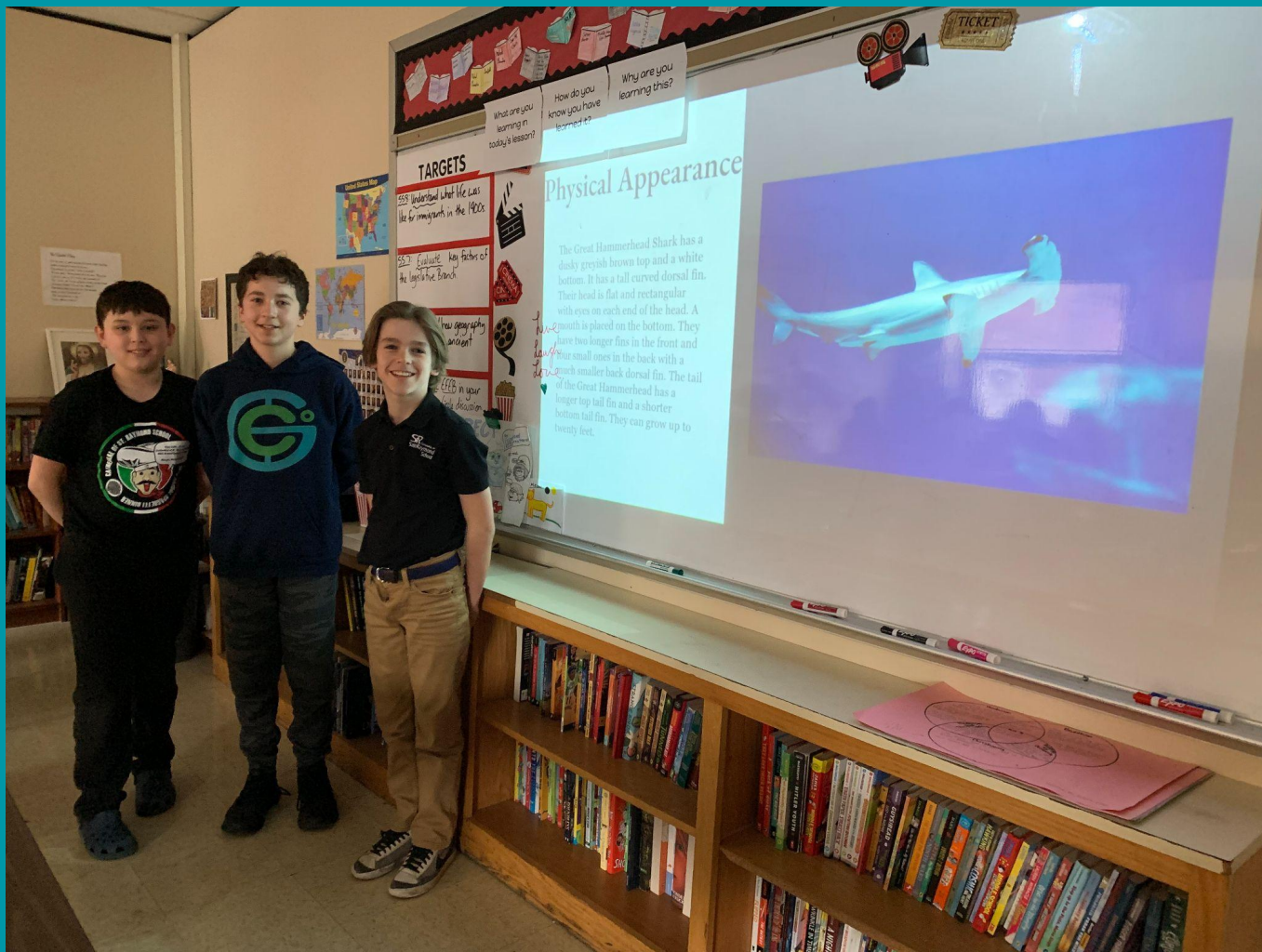
Students also learned about how climate change affects the ocean. Students taught each other about an endangered ocean animal.



Deeper Learning About Endangered Animals

After selecting an endangered animal that interested them, students conducted in depth research with their endangered animal teams. Each team focused on becoming experts on a different endangered animal. Students then created Google Slides presentations to teach their classmates about their selected animals.





Physical Appearance

The Great Hammerhead Shark has a dusky greyish brown top and a white bottom. It has a tall curved dorsal fin. Their head is flat and rectangular with eyes on each end of the head. A mouth is placed on the bottom. They have two longer fins in the front and two small ones in the back with a much smaller back dorsal fin. The tail of the Great Hammerhead has a longer top tail fin and a shorter bottom tail fin. They can grow up to twenty feet.

TARGETS

SS.1 Understand what life was like for immigrants in the 1900s

SS.2 Evaluate the factors of the life in the South

SS.3 Understand the geography of the South

SS.4 Understand the history of the South

How do Southern Sea Otters help our environment ?

Southern Sea Otters help maintain the balance of nearshore ecosystems like kelp forests. They keep the oceanic ecosystem clean of Sea urchins by eating them. If Southern Sea Otters become extinct, and did not exist there would be an overpopulation of Sea Urchins. Perhaps this happens, Sea Urchins would eat all of the kelp forests resulting in habitat loss for other animals that depend on kelp forests to survive, and a loss in food. Over all, oceanic ecosystems need Southern Sea Otters to survive, from the kelp forest all the way to keeping the area clean of Sea Urchins.



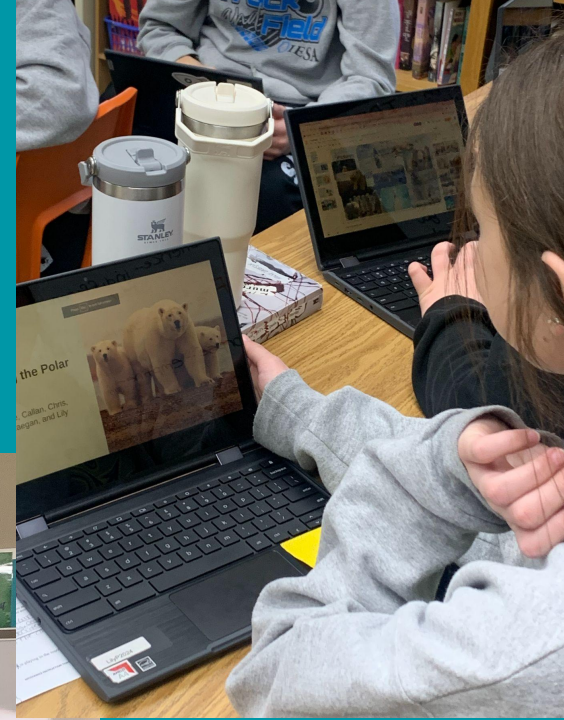
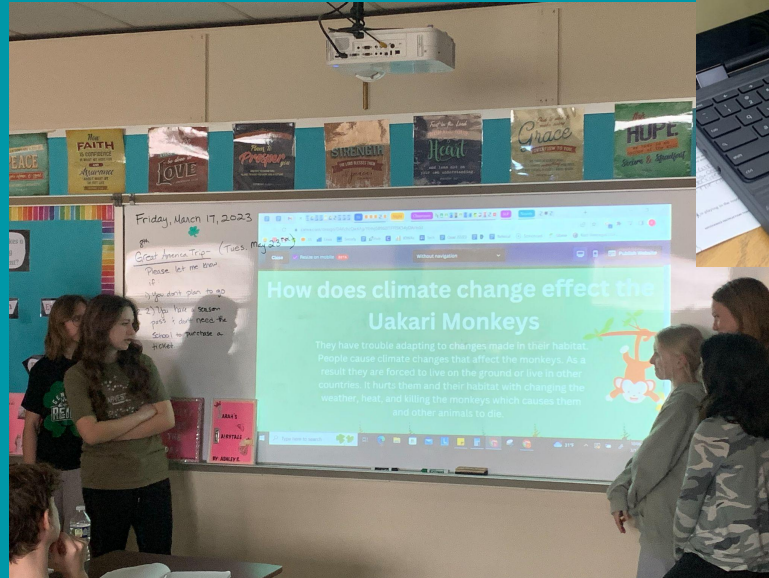
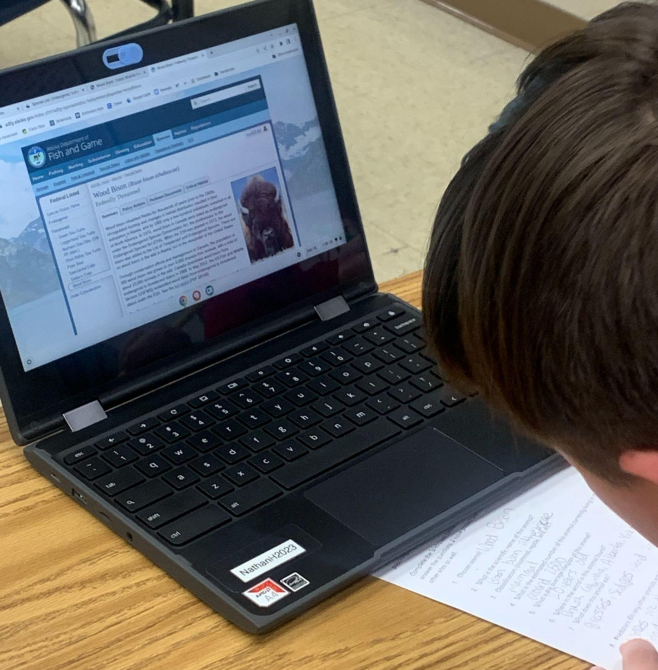
Why the animal is currently endangered

Southern sea otters are harmed by oil spills, people killing them for their fur, and natural predators. The oil spills can lead to loss of their habitat and cause them to get sick due to the chemicals in the oil. They are also threatened by sharks and killer whales. However, the biggest problem was that people used to kill them for their fur ! Why, you might ask yourself, well here's why: Otter fur is one of the warmest, softest, and is in demand for fashion from all around the world.



By: Sixth Grade

7th & 8th grade students divided into teams based on region and researched the effects of climate change on an endangered animal in that region. They shared their learning with their classmates via skits, posters, and presentations.





How does
climate change
affect King
Cobras?

King Cobras are migrating
because of the change in
their climate and the severe
weather.

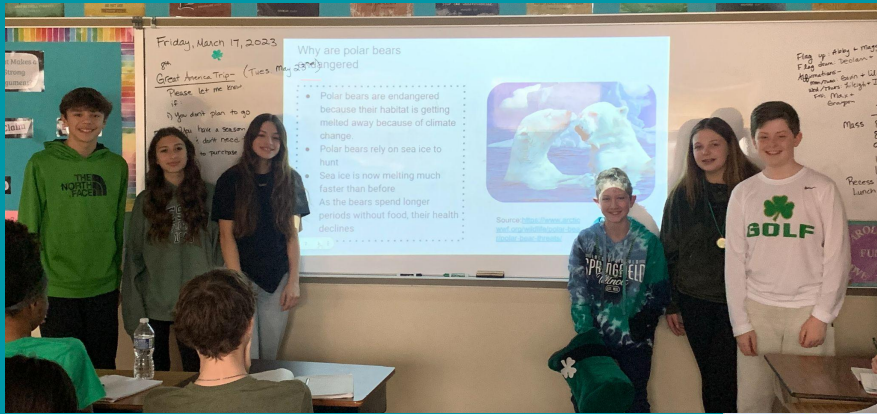


The snakes need a climate that
is 95 degrees. If this
temperature changes by even
one degree the snakes have less
time to adapt, and this causes
them to die.



How Does Climate Change Affect the Orca?

Warmer Arctic waters with less sea ice cause **Orcas** to impact the northern marine ecosystems as the impressive whales swim further and further north in search of food and cooler temperatures. Climate change is likely to further impact salmon due to increased winter flooding, decreased stream flow, increased water temperatures, and changing ocean conditions.

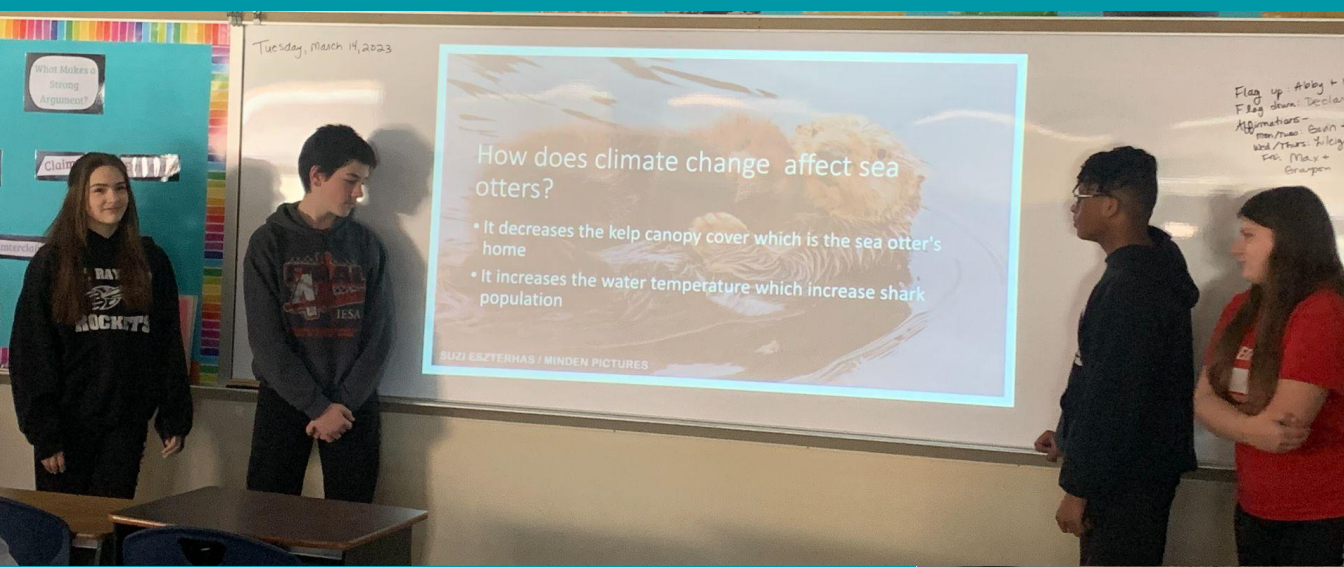


Why are polar bears endangered

- Polar bears are endangered because their habitat is getting melted away because of climate change.
- Polar bears rely on sea ice to hunt
- Sea ice is now melting much faster than before
- As the bears spend longer periods without food, their health declines



Source: <https://www.arctic.wwf.org/wildlife/polar-bears/polar-bear-threats/>



Tuesday, March 14, 2023

How does climate change affect sea otters?

- It decreases the kelp canopy cover which is the sea otter's home
- It increases the water temperature which increase shark population

SUZSI ESETERHAS / MINDEN PICTURES

Flag up: Abby +
Flag down: Declan
Affirmations -
mon/mon: Gavin +
Wed/Thurs: Ailigh
Fri: Mary +
Graham



How does climate change affect sea otters?

- It decreases the kelp canopy cover which is the sea otter's home
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The Conservation Courier

The world's most important newspaper.

Rescue the Reindeer!

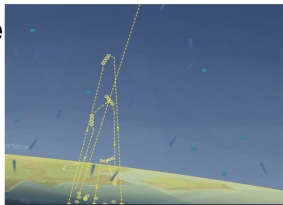


The 8 subspecies of reindeer or caribou all live in arctic regions of Earth. Most reindeer are found in places from Nordic and Scandinavian lands to Russia and further east. These reindeer can run up to 48 miles per hour. Both female and male have antlers. The scientific name for reindeer is Rangifer Tarandus, and they are part of the Cervidae Family. The reason climate change endangers reindeer is because the warming Earth causes a warmer climate. Instead of snow it will end up raining. When the rain gets to the ground it will freeze, the food the reindeer need to survive will then be frozen under layers of ice. The reindeer then starve.

Written by Alex Zanzola

Causing Climate Change

Climate change is when gasses are in the atmosphere that trap heat and warm Earth disturbing it's ecosystems and more. 2 ways that carbon dioxide is released into the atmosphere is by car emissions, another way is by factories burning fossil fuels to create energy. 2 ways methane is released into the atmosphere are by livestock that burp and fart $\frac{1}{2}$ of the methane put into the atmosphere. Another way methane is put into the atmosphere is by gas stoves that use and release methane. The reason carbon dioxide and methane are creating climate change is because energy from the Sun comes in as light, is absorbed by Earth, then released as heat or infrared. The gas in the atmosphere then traps the heat in Earth for a certain amount of time, while other energy enters heat is trapped which warms Earth.



Methane and carbon dioxide trap energy in Earth. While the energy coming in Earth is light when it is absorbed into the Earth then released as heat or infrared. The gasses then bounce and send the heat elsewhere. While energy is coming in and less energy is exiting it warms Earth. It prevents energy going out, or at least delays it.

6th Grade Students Try To Slow Earth's Changing Climate

I asked Sophia what she will do to slow climate change. 6th grader Sophia says she will stop climate change. "I will plant trees". She is doing this to slow down the climate change. This is helpful because trees and other plants take in carbon dioxide and release oxygen. So less carbon dioxide is in the Earth's atmosphere. Then replaced with oxygen. Which helps slow climate change.

I asked AJ what he will do to help slow climate change. 6th grader AJ says "I will eat less cow meat" to help slow climate change. This is important because the less meat being eaten then farmers don't need to make more cows. The cows that burp and fart methane release a lot of it. So the less cows being bred the less methane released. Which helps slow climate change.

In science, students created a newspaper describing how climate change endangers an animal. They also interviewed each other on ways they will help to slow climate change.

6th-8th Grade Action Plan: Planting Flowers and Herbs

Ways this will make a difference in our world:

Reusing plastic containers

Reusing containers prevent factories from making carbon dioxide during the production of new containers.



Planting Flowers

Plants absorb carbon dioxide from the atmosphere and provide butterflies and other pollinators with food.



Planting Herbs

Planting your own garden reduces fossil fuel pollution by reducing the trips to the grocery store.



Community Education: Plant a garden and eat less meat

Grass fed animals release methane gas. If people can eat less meat, climate change may be slowed.



6th-8th Grade Action Plan

We planted seeds in recyclable containers. Each seed is accompanied by a garden label that includes a QR code linked to a flier with information about climate change and endangered animals.

Once the seeds sprout, we will spread awareness in our community and give them to parishioners after church in May. We hope to increase the amount of plants and gardens in our area and educate others that we all need to do our part to reduce the production of greenhouse gases and slow down climate change and help endangered animals.



6th-8th Grade Action Plan



Reflection–What We Learned About the Topic:

- ❑ “I noticed that climate change has a lot to do with the endangerment of animals, and that it is mostly the fault of humans.”
- ❑ “learned that endangered animals often are endangered for many reasons, not just one. They become endangered by climate change, illegal hunting, deforestation, and a lot more. I learned that climate change can make an animal’s environment warmer and kill the animal because it doesn’t have time to adapt.”
- ❑ “I learned that each animal is important to the ecosystem it is a part of, and if one of them goes extinct, it can impact many others.”

Reflection–What We Learned About Ourselves:

- ❑ “I really enjoy doing things like planting plants and flowers. I also like coming up with ideas to help animals.”
- ❑ “I love taking care of others. I hate seeing living things being hurt, and I also realize that helping them isn’t as hard as I thought.”
- ❑ “I really want to help these animals. I also learned that using plastic is bad for the environment, so I drink from fewer plastic bottles now.”
- ❑ “I really enjoy animals. I never really classify myself as an animal person, but I now realize that I do really like animals. I have a lot of sympathy towards these animals, and I want to do my best to help them.”

Reflection—How Has Our Thinking Changed?

- ❑ “I now know that you do not have to do something big to make a big difference in the lives of animals. Small actions like planting trees or flowers, picking up trash, or turning off the lights make a big impact.”
- ❑ “This service learning project has opened my eyes to a new world. I never realized that our actions have such an impact on animals.”
- ❑ “I now understand how much humans are causing endangerment, and that these animals will never come back again once they are extinct.”
- ❑ “I saw before that animals are important, but now I understand WHY they are important and why we need to help them.”