



## AMAZING ECO-VACATION AD

### Connect with the Curriculum

Science, Language Arts,  
Geography

**AT A GLANCE:** Create exciting travel brochures that highlight the habitats featured in this year's Pennies for the Planet.

**OBJECTIVES:** Define habitat, research and describe specific habitats, and identify conservation needs of those habitats.

**MATERIALS:** Reference materials about California Pacific beaches, Florida's Panther Island/Corkscrew Swamp Sanctuary, and Louisiana's coastal marshes; project description pages from Pennies for the Planet website or student newsletter; heavy paper, colored pencils or markers; sample eco-tourism brochures

**TIME:** Two class periods, one for research and one for writing

### WHAT TO DO:

1. As a class, discuss what a habitat is. Consider reading definitions from dictionaries or book glossaries, too. Reach consensus on a definition for habitat as a group and write it on the board.
2. With the entire class, review the three featured Pennies for the Planet habitats by rereading their individual description pages from the website and/or the student newsletter.
3. While their interest is piqued, ask students to imagine visiting the habitats. What would they hope to see? What might the weather be like? Then take a poll, asking students to vote for the one habitat they'd most like to visit. (Write the poll numbers down—you'll need them later.)
4. Have students choose one of the featured habitats or assign them one. Explain that they will research their habitats and then create an exciting eco-vacation brochure to attract tourists.
5. Invite the class to brainstorm what sort of information should be included in the brochures, such as: a description of the habitat, its location, what the weather is like, trees and/or plants and animals that can be seen there, as well as possible conservation projects eco-tourists might be able to participate in while visiting. For ideas, show them some sample eco-travel brochures, if available.
6. Write the results of the brainstorming session on the board, so students are clear about what information they need to gather. Then have students use the provided reference materials to investigate their habitat and create an exciting brochure with it. Kids can add pictures or drawings to their brochures, if desired.
7. Allow students to share their brochures with each other by having each student read his or her brochure aloud. Then retake the poll, asking students to once again vote for the one habitat they'd most like to visit. Compare results with the first poll. Did the brochures change the results?