

Fun and Creative Ways to Evaluate Learning

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- Draw a picture of _____ habitat and label the components
- Design a display that explains and illustrates an assigned hunting law and how it relates to wildlife and the public
- Write a story for the newspaper about a native endangered species and how the state is using wildlife management to sustain/enhance the population
- Students create a PowerPoint presentation with the desired habitat characteristics for wood ducks and present their habitat plan to the class (justifying why they included what they included where)
- Starting with a dead/decaying log, build a food chain from this, showing the interrelations of predator and prey
- Take a picture of a habitat and have students label what could be improved about the habitat for _____ species and how they would improve it
- Assign students a particular habitat in the U.S. and have them write in their journal about the value of that habitat for wildlife AND people (for recreation, etc.)
- Students develop a board game related to the topic, conveying key terms and scenarios/questions with correct answers and point values
- Students role play to demonstrate safe and unsafe handling practices with firearms (using a fake firearm, of course)
- Students create a resource book for elementary school students with pictures and descriptions of venomous and nonvenomous snakes
- Students brainstorm a list of ideas for managing white-tailed deer and write a letter to their county commissioner describing the most appropriate deer management technique for their area
- Students write a newspaper article on how to assist in managing local populations of gopher tortoises for the general public
- Students develop a poster showing predator and prey relationships in a particular habitat (food chain)
- Students create an Owner's Manual for an assigned forest measurement tool, detailing how they would use that tool
- Students create a tree identification notebook and list identifying characteristics and where each species can be found in the landscape (bottomland vs. upland)
- Create a flyer about one insect discussed in class
- Write an article for the school newspaper on why fire is beneficial in forestry

- Students perform a catchy infomercial on factors impacting the control of invasive forest species. The infomercials will be judged and the winning team gets a prize
- Students are given a scenario involving invasive forest species and have to justify which herbicide is most appropriate for the situation
- Students create a history book outlining forest successional stages over time and the social factors that influenced changes in vegetation (e.g., land clearing for colonization and settlement)
- Students create a fish identification notebook with emphasis on key physical characteristics of species in each particular family
- Students participate in a “freshwater debate” where teams of students represent a different freshwater environment (e.g., streams vs. lakes) and have to argue for why their environment is most beneficial to particular species
- Students perform a skit where they act out all of the physical signs of a sick fish
- Students write out hypotheses about where they think particular aquatic plants will be found in the field (submerged, emergent, etc.) and then test their hypotheses during a field trip to a stream or pond
- Students design and present an advertisement for a magazine (before a panel of Editors/experts) promoting water conservation practices
- Students write a song about all the major components of an aquatic habitat and have to perform their song
- Students will respond to Fish Crime Scene Investigation scenarios by determining what has caused the death rate and how it could be improved

