
SQUAMISH RIVERS

Stewardship BINGO!

Grades: K-3

Subject, Science, Language
Arts

Time required: 30 minutes

Or more if outside

Key Concepts:

You can help make your watershed a good place for both people and wildlife.

Objectives:

Students will be able to:
identify stewardship activities that help care for a stream or other sensitive habitat

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Key Words:

Stewardship; Responsibility
Steward;

Skills:

Analysis, discussion, listing, writing/
drawing

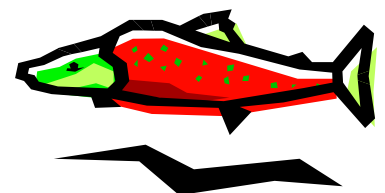


Background:

Stewardship involves participating in a variety of activities that can take place either in a backyard or in a protected area such as beside a stream or a park. For example, stewardship of our backyard habitat may involve composting our garden waste, while stewardship of a sensitive area like a stream may involve respecting wildlife by using binoculars to not disturb nesting Great Blue Herons. District of Squamish staff use a variety of tools such as land-use management plans and public outreach to encourage stewardship of the areas they manage. This activity focuses on ways students can participate in stewardship of some protected areas like streams near their home, school, or in their community.

Materials

- BINGO template
- Extra paper
- Scissors
- Glue sticks
- Poker or Bingo chips
- Clipboards for outside
- Pencils/pens
- Crayons (optional)



Stewardship BINGO!

Procedure:

1. Photocopy Student Worksheet and hand out to students. Make at least two extra copies of the template, cut out squares, and place in a hat or box.
2. Students should colour, cut, and paste stewardship cards onto the blank bingo template prior to playing the game. Teachers should instruct students to “mix-up” their cards so that students have different bingo sheets.
3. Teachers call out activity squares pulled from a hat “Bingo style”. For example, if the “Respect wildlife” square is pulled out of the hat, then students can then place a bingo or poker chip over that space.
4. The aim is to complete a row, either vertically, horizontally, or diagonally, to win.
5. Continue calling out activities until someone calls out “Steward!” when they have completed a row.
6. When most (or all) students are “stewards” ask students where they think these activities should take place. Is it appropriate to respect wildlife, for example, at home or in the schoolyard or in a park? How could they do this?
7. Draw the same game template on the board and then discuss with students where it is best to place each stewardship activity: home, school, community, or park. Discuss the pros and cons of each. Some activities might fit into all places – others may only be appropriate for one type of area.

Extensions:

1. Go on a Stewardship walk around the school and school yard. When a student finds a place where a stewardship activity could take place (like the school recycling bins) they can mark it off or colour it in on their BINGO! sheet. When all spaces are filled in, call the class together and discuss what they found.
2. Play different types of Bingo. Some variations include:
 - Four corners: cover all four corners plus the middle
 - One corner patch: cover one corner with four cards
 - Opposite corner patch: cover two corners with four cards each.

Winners of the bingo game can then become the Captain of the “STEWARDSHIP”.

Evaluation:

1. Have students name three types of activities that care or protect sensitive areas like streams and rivers.

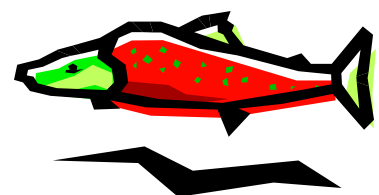
Community Connections:

1. Take a walk nearby your school to find local areas that can be protected by stewardship activities such as a park, local streams or other special places.

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Resource:

This activity has been adapted from “Stewardship Bingo!” from Protected Areas: Preserving our Future (2002).



Stewardship BINGO!

Name: _____



Respect wildlife



Stay on trails



3 R's



Put litter in its place



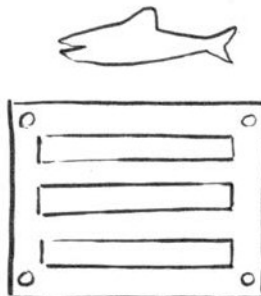
Care for streams



Keep dogs on leash



Care for trees



Protect fish



Look at plants and animals

Stewardship BINGO!

Name: _____
