**WORKSHOP: Habitats**

Norfolk Botanical Garden
Garden in the Schools
Educator Training Workshop

**Workshop Activity Title:** Habitats
**Objective:** The objective of this workshop is for classroom teachers to learn a fun way to help students learn about Habitats and Ecosystems
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**SOL correlations:** 4.5 **The student will investigate and understand how plants and animals in an ecosystem interact with one another and the nonliving environment. Key concepts include organization of communities, flow of energy through food webs, habitats and niches, life cycles; and influence of human activity on ecosystems.**

**Materials:** Disposable cameras, plastic animals.
The environment where a plants and animals live is called a habitat. Many types of living things can share a habitat to form a community that interacts with the non living things in the habitat to form an ecosystem. For living things to thrive in their habitats, they must have enough food, water, shelter, and space to meet their needs. If these needs are not met, they will move to a better habitat or they will not survive.

Using the different habitats you have seen at the Norfolk Botanical Garden choose one habitat and draw it in the space below. After you have drawn the non-living parts of the ecosystem, the rocks, water, etc., draw in plants that might live there. Then draw in at least 5 different animals that would live in this habitat.

Choose one animal that lives in this habitat and circle its food, water and shelter in the picture. What animal did you choose? _____

What does this animal eat? _____

What eats this animal? _____

What is this animal's niche in this community? _____

Can 5 of these animals live in this habitat? _____. Is there enough food, water and shelter in this habitat for 100 of these animals to live in this habitat? _____

Use the space below to draw a food web for this habitat using the animals and plants you have drawn in your habitat picture. When you have finished, present your food web to the class. Using the animal you chose above, describe to the class how energy flows through this ecosystem, and the part your chosen animal plays in this energy flow.

A species becomes endangered when there is not enough habitat available to support all members of the population. When the habitat vanishes and all members of the population die then the species is considered extinct.
What would happen to this community if this animal became extinct?

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