

# “What Can You Do to Help Lake Champlain?”

**Grade:** 4-8 (Note that the the outline of the lesson divides for older and younger students where the text turns red)

**Discipline:** Science

**Length:** 45 Minutes

## Essential Question(s):

1. How can I be an environmental steward and help improve Lake Champlain for everyone?

**Objective:** Students will review what they learned on their field trip to Lake Champlain Maritime Museum and consider ways that they can help improve the health of the lake.

**Assessment:** Completed worksheets can be collected to assess understanding.

## Materials/Resources:

- [State of the Lake Report 2024](#)
- [Diving In Videos](#)
- [Worksheet](#)

**Lesson Summary:** Students will talk about their trip to the Lake Champlain Maritime Museum and build upon that learning by reading sections of the *State of the Lake Report* and watching videos about people volunteering in the Lake Champlain watershed.

## Outline of Lesson

### *Introduction (5 minutes)*

- Ask students what they remember from their trip to the Lake Champlain Maritime Museum. As a follow up, ask them what they learned about the health of the lake and what problems Lake Champlain has.
- Pull up the State of the Lake Report to show students. You can either use the PDF linked in the materials section or hard copies, which you can request from the Lake Champlain Basin Program. If you have not used this resource before, explain that this report is published every three years and is intended to teach the public about the health of Lake Champlain.

### *Main Lesson:*

- Read pages 4 and 5 together as a class. Page 4 describes the different parts of the lake and page 5 shows trends in the health of the lake. Go through each part of the table on page 5. Below are some questions and talking points that can guide your reading of the table.

- Read through the different indicators and explain that the symbols next to them mean that there is more information below.
- Which part of the lake has the most red marks showing “poor” quality status?
- Which part of the lake has a deteriorating trend with cyanobacteria blooms?
- How are we doing with new aquatic invasive species being introduced?
- Look for all of the thumbs down symbols that show that quality is deteriorating or getting worse. What are the trends that show this and where are they happening?
- **Younger Students:** Watch the *Diving In* videos “Volunteer Monitoring for Cyanobacteria,” and “Planting for the Future” together as a class. You can verbally go through the questions in the first section of the worksheet together to show students what they’ll be doing.
- Have them watch “Pulling Together for a Healthy Lake” individually or in small groups and fill out their worksheets.
- Discuss the What Can You Do section of the worksheet together and have students share what they chose as things they can do. If you need a bigger version of the graphic, it’s on page 33 of the *State of the Lake Report*.
- **Older Students:** Assign 1/3 of students to watch each of the three *Diving In* videos “Pulling Together for a Healthy Lake,” “Volunteer Monitoring for Cyanobacteria,” and “Planting for the Future” individually. While watching, they should fill out the worksheet.
- Once they’re done, have them get into groups of three with each member having watched a different video. Have them describe the video they watched and talk about the differences in their answers.