



INSIDE REGION FIVE

PRAC

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DIRECTOR'S NOTEPAD

**On the first day of Christmas* PRAC gave to me - a board meeting that I could attend south of the North Pole.

**On the second day of Christmas* PRAC gave to me - two turtle doves for old times sake.

**On the third day of Christmas* PRAC gave to me - three chances to get the Region V newsletter right.

**On the fourth day of Christmas* PRAC gave to me - four quarterly training sessions that could be held throughout the region. (and would permit me to use the PRAC mailing list)

**On the fifth day of Christmas* PRAC gave to me - at least five new members for Region V.

**On the sixth day of Christmas* PRAC gave to me - six apologies to give to Pres. Chris George and VP-South Jeff Ohlfs for the times that I have bent the rules.

**On the seventh day of Christmas* PRAC gave to me - a seven month supply of articles that I could pass on to SIGNPOST editor, David Brooks. (Don't forget to send your "stuff" to David)

**On the eighth day of Christmas* PRAC gave to me - the names of eight individuals and/or agencies within Region V who are a credit to their profession (Jim Flake-Poway, Randy Hawley- San Diego, OCHBP, Jimmie Walker-Vista, Jeff Ohlfs-Chiriaco Summit, Ed Harrison-OCHBP, Chris George-Anaheim, and San Diego County Parks and Recreation).

**On the ninth day of Christmas* PRAC gave to me - at least nine
(Continued on next page)

-NOW STARRING-

AGUA HEDIONDA LAGOON

The name means "stinking water." The lagoon recently garnered some fame when a tiny stone bear was found there, estimated to be 8,000 years old. In early 1991, the bear was named the state's official prehistoric artifact.

Agua Hedionda is easily the most actively used of the six San Diego County lagoons, even though plans to dredge it and turn it into a marina were abandoned years ago. Boaters, windsurfers and anglers all compete for a limited area. Recreational needs are served by Snug Harbor Marina, which has a boat landing and rentals, and a YMCA youth day camp.

The lagoon's major neighbor is a San Diego Gas & Electric power plant. In late 1990, SDG&E announced it was considering building a new major power plant at one of five sites in the state. Agua Hedionda was one of those. Another powerful neighbor is the Encina sewage treatment plant.

The lagoon was also home to private enterprise, a company that grew shellfish for local restaurants and markets until it was closed by pollution.

Written by R. Spaulding
Tribune Real Estate Writer



"CALIF. PARK RANGERS STRESS DIET"

(BREAKFAST)

1/2 Grapefruit
1 Slice Whole Wheat Toast
8 oz. Skim Milk

(LUNCH)

2 oz. Lean Broiled Chicken Breast
1 Cup Steamed Zucchini
1 Oreo Cookie
Herb Tea

(MID-AFTERNOON SNACK)

Rest of Package of Oreos
1 Qt. Rocky Road Ice Cream
1 Jar Hot Fudge

(DINNER)

2 Loaves Garlic Bread
1 Large Pepperoni & Mushroom Pizza
1 Large Pitcher of Beer
3 Milky Way Candy Bars
1 Entire Frozen Cheesecake
(Must be eaten directly from the freezer)

(DIET TIPS)

1. If no one sees you eat it, it has no calories.
2. If you drink a diet soda with a candy bar, they cancel each other out.
3. When eating with someone, calories don't count if you both eat the same amount.
4. Food for medicinal purposes NEVER counts, such as: Hot Chocolate, Brandy, Toast and Sara Lee Cheesecake.
5. If you fatten up everyone around you, then you look thinner.

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NOTEPAD, cont.

bad excuses as to why others weren't listed (my apologies to the countless number who I may have omitted - LET ME KNOW WHO).

**On the tenth day of Christmas* PRAC gave to me - ten maids a milking (just because).

**On the eleventh day of Christmas*, PRAC gave to me - a little over eleven months to finish my term and get the #!&*@ out of office.

**On the twelfth day of Christmas*, PRAC gave to me - twelve very generous Region V members (and their agency) who would be willing to host a General Membership Meeting in '92.

MERRY CHRISTMAS!!

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DIET, cont.

6. Movie related foods don't count because they are simply a part of the entire entertainment experience and not a part of one's personal fuel.

Examples of accepted foods are: Milk Duds, Popcorn w/ butter, Junior Mints and Red Licorice.

7. Cookie pieces contain no calories. The process of breakage results in caloric leakage.

Submitted by,

Dian Tresca
Park Ranger
City of Poway

PROJECT WILD: *Surprise Terrarium*

Objectives: Students will be able to: 1) identify camouflage as an example of adaptation in an animal; and 2) describe the importance of adaptation to animals

Method: Students observe a live animal using camouflage techniques.

Background: One of the most important ways that living things survive is by their ability to adapt - to climate, soils, water, vegetation, other life forms and other ecological factors. Animals that use camouflage techniques can be particularly interesting and visually compelling to young students as a means of illustrating the concept of adaptation. The major purpose of this activity is for students to recognize that animals adapt to survive.

Materials: Terrarium with vegetation and one animal suited to the kind of habitat components represented in the terrarium (the animal should be one that uses camouflage as a form of adaptation to survive: e.g., leaf hopper, tree frog, tree lizard, walking stick, grasshopper, earthworm); photos of animals using camouflage or magazines the students can use to find photos.

Procedure: 1. Make a "surprise terrarium" for your students and bring it to class. The terrarium should contain an animal that is hard for the students to see at first, because the animal uses camouflage as an adaptation technique.

2. Encourage the students to observe the terrarium, wondering if an animal might live there. Ask them to describe what they see.

3. Ask the students to think of animals that blend with their environments. Talk about their ideas. Show photos, or bring in magazines and ask students to look for pictures of animals that look so much like where they live they are hard to see. Are the animals camouflaged? Camouflage is one way animals adapt to survive.

4. If they haven't found the animal who is living in the terrarium, encourage them to look closely until they do.

5. Ask the students to summarize some of the things they have learned about "adaptation" and its importance to animals.

6. Optional: If the camouflaged animal was brought into the classroom from the wild, the students may participate in the process of returning the animal to its natural home. This is a good time to talk about human responsibilities for proper care of animals used for instructional purposes, as well as a potential way to see the animal camouflaged in its natural setting.

Evaluation: Name two animals that use camouflage, and talk about how camouflage is important to these animals.

AGE: Grades K-3 (and older) DURATION: 20 - 30 minutes

SUBJECTS: Science, Language Arts GROUP SIZE: any

SKILL: application, discussion, generalization, observation

SETTING: indoors

KEY VOCABULARY: adaptation, camouflage

