



## Challenge 1: Nature Neighbors

### YOUR CHALLENGE:

Fairchild has partnered with Environmentally Endangered Lands (EEL). These preserves in Miami-Dade County are lands set aside as refuge for some of South Florida's endangered plants, animals and ecosystems. EEL preserves are dotted throughout our city, and there might be one in your neighborhood!

For this Challenge, we are asking for your help in educating neighborhoods on a community resource that is often overlooked: their local EEL Preserve! If we see urban preserves as a part of our own neighborhood, we can appreciate their value while also encouraging collective stewardship. Identify your local EEL Preserve. Which of the four main South Florida habitats are found in it: pine rockland, hardwood hammock, scrub, or wetland? Use creativity, research, and communication skills to design a foldable informational pamphlet for your neighborhood that introduces the EEL Preserve closest to you. Include information about what might be common to see or experience when living close to an urban preserve with that habitat. Be sure to explain benefits such as being outdoors and how EEL Preserves contribute to urban resilience. Think about how they improve our lives by combatting real-world environmental issues like pollution, heat, flooding, stormwater reduction, drinking water recharge, and carbon sequestration. EEL Preserve managers will use your work to educate households near EEL Preserves.

### SUBMISSIONS DUE: October 10, 2025

-  Digital Entry Form for each submission required
-  Pamphlet that educates about one of these EEL Preserve habitats: pine rockland, hardwood hammock, scrub, or wetland

**Participants per submission:** Individual or Student Group

### POINT SYSTEM:

**Maximum  
Points**

100 points per submission

2 submissions per school

**= 200 max points**

### Map of EEL Preserves



For more detailed information and resources, please visit the **High School Challenge 1 webpage**.



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✓	<b>SUBMISSION REQUIREMENTS:</b>
	Digital foldable informational pamphlet sized 11"x8.5" and double-sided.
	Pamphlet must include the student's first name and last initial, student grade level and school name on the bottom right corner on the back.
	<p>Information about what might be common to see or experience when living close to an EEL preserve can include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Do's and Don'ts of what to do when visiting or living by a preserve</li> <li>• Ways that the public can help conserve and protect this type of habitat</li> <li>• Prescribed fires in pine rockland habitats</li> <li>• Impact of predation and waste from pets (cats and dogs) on wildlife and the preserve</li> <li>• Invasive plant and animal species</li> <li>• Impact of chemical usage (examples: fertilizer runoff or poison pest control affecting other predators in the food chain)</li> <li>• Historical or cultural aspects</li> </ul>
	<p>Digital Entry Form.</p> <ul style="list-style-type: none"> <li>• Pamphlet should be uploaded and attached as a PDF file.</li> </ul>
	<i>Two submissions per school.</i>

Interested in leveling up your conservation knowledge?

*Apply for the*

**Environmentally Endangered Lands Teacher Workshop**

*on November 8, 2025 at Fairchild*

- Earn Master Plan Points or Professional Development Credits
- FREE Field Trip and Financial Support for Transportation



For more detailed information and resources, please visit the High School Challenge 1 webpage.

## Challenge 1: Nature Neighbors

### Prior Knowledge:

To be successful, students should be familiar with these concepts:

- Best methods to effectively conduct research from reliable resources
- Technical artistic (digital and traditional) skills to fuse written with design elements
- Understanding of persuasive writing styles

### Standards/Learning Targets:

Subject	Strand	Standard
Science	Strategic Thinking & Complex Reasoning	<b>SC.912.L.17.12</b> - Discuss the political, social, and environmental consequences of sustainable use of land.
Social Studies	Sociology	<b>SS.912.S.6.5</b> - Discuss how social interactions and culture could be affected in the future due to innovations in science and technological change.
		<b>SS.912.S.6.10</b> - Propose a plan to improve a social structure, and design the means needed to implement the change.
	Humanities	<b>SS.912.H.2.3</b> - Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.
Visual Arts	Innovation, Technology, and the Future	<b>VA.912.F.3.1</b> - Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns.

For more detailed information and resources, please visit the High School Challenge 1 webpage.

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### Standards/Learning Targets Continued:

Subject	Strand	Standard
Visual Arts	Innovation, Technology, and the Future	<b>VA.912.F.3.1</b> - Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns.
	Historical and Global Connections	<b>VA.912.H.3.2</b> -Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues.
		<b>VA.912.H.1.1</b> - Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
	Organizational Structure	<b>VA.912.O.3.1</b> - Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.

### Learning Goals/Objectives:

By the end of this Challenge, students will be able to:

- Design** material to promote understanding of natural areas
- Identify** ecological mechanisms performed by plants to support life in South Florida
- Use** research to create a thoughtful and trusted pamphlet
- Create** visually appealing designs which highlight aesthetic, scientific, and written elements

### Differentiation:

ESOL students are allowed to complete this assignment in their first language.  
Drawings can be group oriented for students lacking fine motor skills.

For more detailed information and resources, please visit the **High School Challenge 1 webpage**.

