

# Nonie's Ark Animal Encounters

A PROPOSAL TO CONDUCT LIVE ANIMAL PRESENTATIONS FOR OKALOOSA COUNTY SCHOOLS



Nonie Maines

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## ATTACHMENTS

Okaloosa County School Board Rules & Regulations about animals in schools  
Resume  
Letters of Recommendation  
Competitors Quote  
Florida Fish and Wildlife Conservation Commission License to Exhibit Wildlife  
Program Catalog for Teachers

## BACKGROUND

- ? Nonie's Ark Animal Encounters is a local program that involves small live animals as a means of education to people of all ages. It's sole proprietor is Nonie C. Maines, a local educator and animal enthusiast. Nonie's Ark Animal Encounters has been "EDUTAINING" in this area for 4 successful years and would like to broaden the opportunities to reach more learners.
- ? I have been asked repeatedly by teachers and parents to attend their class and many of the principals have refused due to some complications with animals in the past. Therefore I would like to receive a blanket approval for all Okaloosa County Schools to be visited by the animals of Nonie's Ark.

## INTRODUCTION

- ? I, Nonie Maines, am writing this letter to ask permission of the Okaloosa County school board to conduct these presentations to local schools with their authorization. When live animals are used in an educational setting, learning occurs in both the cognitive and affective realms. Personal and interpersonal growth occurs as the learner makes use of the opportunity to overcome fear and resistance to touching the animal. The goal of a positive learning encounter is to change the learner's perception of animals from one of fearsome predator or mindless beasts to the recognition and acceptance of life. No matter the setting or the focus, the opportunity to touch and hold animals has the greatest impact in promoting cognitive and affective development. One of the goals of animal education is to teach about how that species lives in its environment, how it uses camouflage and how we can protect them.
- ? Animals of all species can carry zoonotic diseases, yet the most common transmission of zoonotic disease to humans is from a common household pet such as a cat or dog. It is less likely to contract parasites and bacteria from the less common education reptiles and exotic animals.
- ? Wildlife educators, who use animals, have a great opportunity to help individuals overcome fears and learn facts to replace myths. By using animals that are secondary and tertiary consumers, the educator is uniquely placed to reach both up and down the food chain, to pluck all the threads within the energy web. One of the best subjective experiences for an educator is to see the sparking of the imagination and growing respect in a learner, and to help the learner to truly see an exotic animal for the first time.

## PROJECT SCOPE AND OBJECTIVES

- ? Nonie's Ark Animal Encounters brings small exotic live animals into the class. For a classroom or lecture, 4-7 animals are typically included in the program. Including biofacts for further discussion.

Specimens available:

**Mammals**

African Pygmy Hedgehog  
Domestic Ferret  
Hairless Hamster  
Kinkajou

**Reptiles**

Savanna Monitor Lizard  
African Side-necked Turtle  
Bearded Dragon Lizard  
Ball Python Snake

**Amphibian**

South American Cane Toad

**Bird**

Nanday Conure

**Invertebrates**

Chilean Rose-Haired Tarantula  
Madagascar Hissing Cockroach

- ? Rates for Okaloosa County classes will be reduced to \$50.00 for the first presentation and \$35.00 for each additional. Payment for one 1-hour presentation is normally \$65.00 per presentation. Please Compare with competitors (THE ZOO) price of \$150.00 - \$200.00 per hour. If this proposal is agreed upon then we need to discuss how to distribute information to the teachers allowing them the opportunity to call and schedule a presentation.

## HEALTH CONCERNS

- ? Mammals, birds and reptiles all have the potential for zoonotic transmission of pathogens. Healthy animals, including humans, are generally successful in keeping parasite loads under control through normal immune system functioning. When animals are stressed, either psychologically or environmentally, immunosuppression results as does the risk of illness and cross-infection.
- ? To keep zoonotic risk in perspective, it may be necessary to point out to concerned parents and teachers that of some 240 infectious zoonotic diseases, 65 are transmitted by dogs and 39 by cats<sup>1</sup>. There are 110 million pet dogs and cats in the United States. The chances, then, of contracting feline and canine hookworm, roundworm, and feline toxoplasmosis are higher than contracting host-specific parasites and Salmonella from the far-less common pet and education reptiles. Those individuals at high risk for contracting reptile salmonellosis are also at high risk for contracting Salmonella from eating poorly cooked poultry and for contracting other zoonotic diseases from other animals.
- ? Students should be instructed to wash their hands before handling or putting their hands near the animals if they have been handling objects that may be considered prey by the animals. Learners should also wash their hands after handling the animals, with the point made that thorough hand washing should be done after handling any animal.
- ? If a child should become injured as a result of nails or teeth, a first aid kit will accompany Nonie to treat scratches or bites. No child or adult has ever been injured by Nonie's Ark animals in the past 3 years in business. It is meant to be impossible to be bitten because of the way Nonie holds the animals heads at all times to control any movements that may injure either handler or participant.

## ANIMALS IN OKALOOSA COUNTY SCHOOLS

- ? Page 32 of Okaloosa County School Board Rules & Regulations lists:  
"E-30 Biological Experimentation  
 Live animals on the premises of Okaloosa County schools is discouraged at all levels. Before a live animal can be introduced into a classroom a written request must be approved by the program director for science. If a request is approved the following guidelines must be followed: a.- k." can be read in the attachments portion of this proposal.

## CLIENTS

- ? Nonie's Ark Animal Encounters has worked with such organizations as:
  - ? City of Ft. Walton Beach Kids Day
  - ? North West Florida Girl Scouts
  - ? The Focus Center
  - ? Fort Walton Beach Jaycees
  - ? Okaloosa Walton Community College Early Childhood Association
  - ? Young Mens Christian Association
  - ? Morgans / Silver Sands Factory Stores
  - ? Okaloosa Academy
  - ? Destin Elementary
  - ? Longwood Elementary
  - ? Elliott Point Elementary School
  - ? Shalimar Elementary
  - ? Wright Elementary School After School Care
  - ? Sheraton Four Points Resort
  - ? Hilton Sandestin Resort
  - ? Best Western Resort
  - ? Ramada Resort
  - ? Tops'l Beach & Racquet Resort
  - ? Holiday Inn Destin / Navarre / Fort Walton Beach
  - ? Silver Shells Resort
  - ? City of Gulf Breeze Christmas Parade
  - ? City of Ft. Walton Beach Christmas Parade

## SUNSHINE STATE STANDARDS

Nonie's Ark Animal Encounters relates to the following Sunshine State Standards

### Grades K-2

#### Science

Strand F: Processes of Life

Standard 1: The student describes patterns of structure and function in living things.

Benchmark SC.F.1.1.1: The student knows the basic needs of all living things.

Benchmark SC.F.1.1.2: The student knows how to apply knowledge about life processes to distinguish between living and nonliving things.

Benchmark SC.F.1.1.3: The student describes how organisms change as they grow and mature.

Benchmark SC.F.1.1.4: The student understands that structures of living things are adapted to their function in specific environments.

Benchmark SC.F.1.1.5: The student compares and describes the structural characteristics of plants and animals.

Standard 2: The student understands the process and importance of genetic diversity.

Benchmark SC.F.2.1.1: The student knows that living things have offspring that resemble their parents.

Benchmark SC.F.2.1.2: The student knows that there are many different kinds of living things that live in a variety of environments.

Strand G: How Living Things Interact with Their Environments.

Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment.

Benchmark SC.G.1.1.1: The student knows that environments have living and nonliving parts.

Benchmark SC.G.1.1.2: The student knows that plants and animals are dependent upon each other for survival.

Benchmark SC.G.1.1.3: The student knows that there are many different plants and animals living in many different kinds of environments (e.g., hot, cold, wet, dry, sunny, and dark).

Benchmark SC.G.1.1.4: The student knows that animals and plants can be associated with their environment by an examination of their structural characteristics.

#### Math

Strand D: Algebraic Thinking

Standard 1: The student describes, analyzes, and generalizes a wide variety of patterns, relations, and functions.

Benchmark MA.D.1.1.1: The student describes a wide variety of classification schemes and patterns related to physical characteristics and sensory attributes, such as rhythm, sound, shapes, colors, numbers, similar objects, and similar events.

#### Language Arts

Strand C: Listening, Viewing, and Speaking

Standard 1: The student uses listening strategies effectively.

Benchmark LA.C.1.1.1: The student listens for a variety of informational purposes, including curiosity, pleasure, getting directions, performing tasks, solving problems, and following rules.

### Grades 3-5

#### Language Arts

Strand C: Listening, Viewing, and Speaking

Standard 1: The student uses listening strategies effectively.

Benchmark LA.C.1.2.1: The student listens and responds to a variety of oral presentations, such as stories, poems, skits, songs, personal accounts, informational speeches.

Benchmark LA.C.1.2.4: The student listens attentively to the speaker, including making eye contact and facing the speaker.

Benchmark LA.C.1.2.5: The student responds to speakers by asking questions, making contributions, and paraphrasing what is said.

Standard 2: The student uses viewing strategies effectively.

Benchmark LA.C.2.2.1: The student determines main concept and supporting details in a nonprint media message.

Benchmark LA.C.3.2.2: The student asks questions and makes comments and observations to clarify understanding of content, processes, and experiences.

## SUNSHINE STATE STANDARDS (CONTINUED)

Benchmark SC.F.1.2.3: The student knows that living things are different but share similar structures.

Strand G: How Living Things Interact with Their Environment

Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment.

Benchmark SC.G.1.2.1: The student knows ways that plants, animals, and protists interact.

Benchmark SC.G.1.2.2: The student knows that living things compete in a climatic region with other living things and that structural adaptations make them fit for an environment.

Standard 2: The student understands the consequences of using limited natural resources.

Benchmark SC.G.2.2.1: The student knows that all living things must compete for Earth's limited resources; organisms best adapted to compete for the available resources will be successful and pass their adaptations (traits) to their offspring.

Benchmark SC.G.2.2.2: The student knows that the size of a population is dependent upon the available resources within its community.

Benchmark SC.G.2.2.3: The student understands that changes in the habitat of an organism may be beneficial or harmful.

### Social Studies

Strand B: People, Places, and Environments [Geography]

Standard 1: The student understands the world in spatial terms.

Benchmark SS.B.1.2.1: The student uses maps, globes, charts, graphs, and other geographic tools including map keys and symbols to gather and interpret data and to draw conclusions about physical patterns.

Standard 2: The student understands the interactions of people and the physical environment.

Benchmark SS.B.2.2.2: The student understands how the physical environment supports and constrains human activities.

Benchmark SS.B.2.2.3: The student understands how human activity affects the physical environment.

Benchmark SS.B.2.2.4: The student understands how factors such as population growth, human migration, improved methods of transportation and communication, and economic development affect the use and conservation of natural resources.

## Grades 6-8

### Science

Strand F: Processes of Life

Standard 1: The student describes patterns of structure and function in living things.

Benchmark SC.F.1.3.7: The student knows that behavior is a response to the environment and influences growth, development, maintenance, and reproduction.

Strand G: How Living Things Interact with Their Environment

Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment.

Benchmark SC.G.1.3.2: The student knows that biological adaptations include changes in structures, behaviors, or physiology that enhance reproductive success in a particular environment.

Benchmark SC.G.1.3.4: The student knows that the interactions of organisms with each other and with the non-living parts of their environments result in the flow of energy and the cycling of matter throughout the system.

Benchmark SC.G.2.3.3: The student knows that a brief change in the limited resources of an ecosystem may alter the size of a population or the average size of individual organisms and that long-term change may result in the elimination of animal and plant populations inhabiting the Earth.

Strand H: The Nature of Science

Standard 2: The student understands that most natural events occur in comprehensible, consistent patterns.

Benchmark SC.H.2.3.1: The student recognizes that patterns exist within and across systems.

### Language Arts

Strand C: Listening, Viewing, and Speaking

Standard 1: The student uses listening strategies effectively.

Benchmark LA.C.1.3.1: The student listens and uses information gained for a variety of purposes, such as gaining information from interviews, following directions, and pursuing a personal interest.

Benchmark LA.C.2.3.1: The student determines main concept, supporting details, stereotypes, bias, and persuasion techniques in a nonprint message.