

# Wild World



**Key Groups:**  
Families,  
School groups  
(ages 5-7)

**Subject:**  
Wildlife

**Duration:** 30  
minutes

**Abilities:**  
observation

**Materials:**  
access to Mill  
Creek Canyon

**Vocabulary:**  
wildlife,  
environment,  
survival needs,  
habitat

## **Background:**

Traditionally, terrestrial wildlife refers to untamed animals with a backbone such as birds, reptiles, and mammals that live on land. They supply their own shelter, food, water, and space. There are many kinds of wildlife living in Mill Creek Canyon, porcupine, mule deer, foxes, cougars, squirrels, and Steller's jays. All of these animals come in different colors, shapes, and sizes. No matter what species, they provide us with aesthetic

beauty, food, and much more. While it is good to enjoy and make use of these various animals, we also need to remember our actions always have an effect on wildlife and it is important to remember that with our power comes responsible stewardship. It is our job to conserve or protect these wild and wonderful animals so our children and grandchildren may enjoy them. By learning about the ecological processes of wildlife, kids are able to

attain an appreciation for wildlife at a young age, and will be able to make wiser choices later on in life.

## **Method:**

Activity: Have the kids complete the dot-to-dot worksheets and/or word search to discover different wildlife in Mill Creek Canyon. Then they can learn more about the animals by doing a crossword puzzle.

### In the canyon:

Using their five senses, the kids can walk around and explore the surroundings. They should look for signs of wildlife, including nests, tracks, and scat. Have them feel their environment, without straying from the designated trails, and imagine what types of animals were there. Let them close their eyes to listen and smell what is around them.

*Ask: What do animals need to survive? How are these needs like people's needs? How is an animal's home like our homes?*

*When and where have you seen animals in the wild? Think about what happened and why you enjoyed the experience.*

Activity #1: In order for the kids to recognize different types of animals

and animal behaviors, have them play animal charades, taking turns acting out an animal and guessing what the animal is.

Activity # 2: Have the kids line up in two lines facing each other (or if there's one child, they can still just stand a ways off from you. There should be at least twenty feet between the kids to begin with. Tell one side of the group to start walking toward the stationary kids, and instruct the others to hold out their hand when their peers come closer to them than they are comfortable with. Repeat this process, but have the kids switch roles.

*Ask: Why do you feel uncomfortable?*

*What would you do if the person in front of you kept moving closer to you?*

*Do you let some people, like your family, come closer to you? Why?*

*How do you feel in the middle of a busy place?*

*How did you react to having someone come closer to you?*

*Why would animals living in the wild feel uneasy when a person gets too close to them? (They fear an attack, that their young are threatened, etc).*

*Why is it important to observe wildlife from a distance?*

### **Assessment:**

- What is wildlife?
- Why is it important to give wild animals their space?
- Name animals that have certain characteristics.
- List what animals need to survive.

### **Further Learning:**

- Identify the different animals that they saw signs of.
- Draw or color pictures of animals and/or their home along with the animal's home. Kids can even make animal masks or animal puppets (sock or paper bag)

### **Works Cited**

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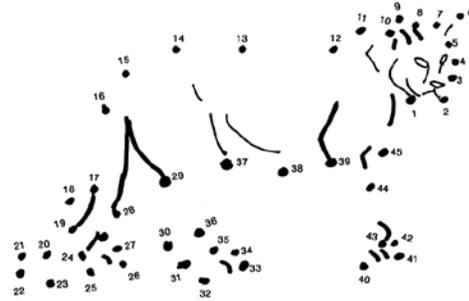
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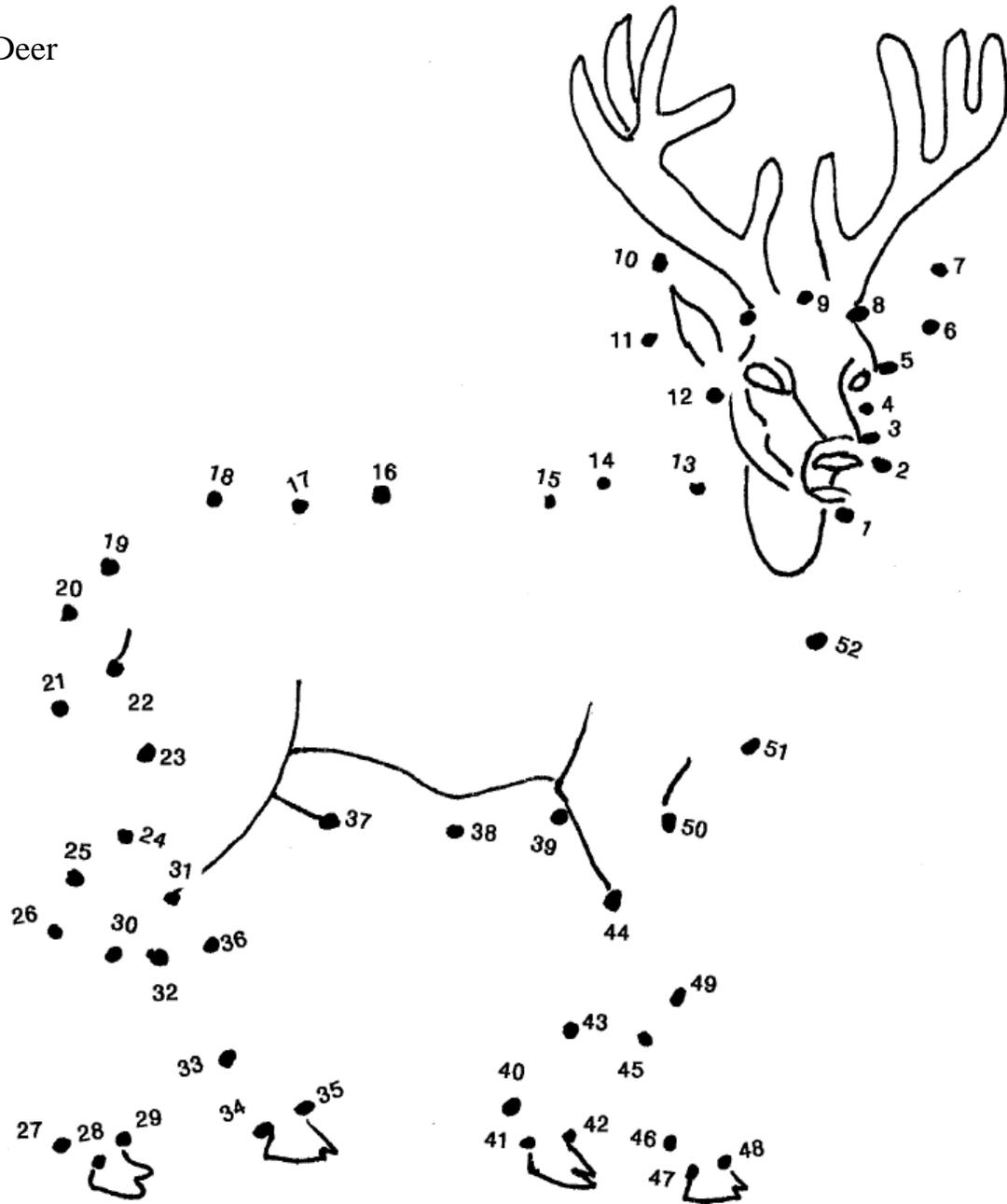
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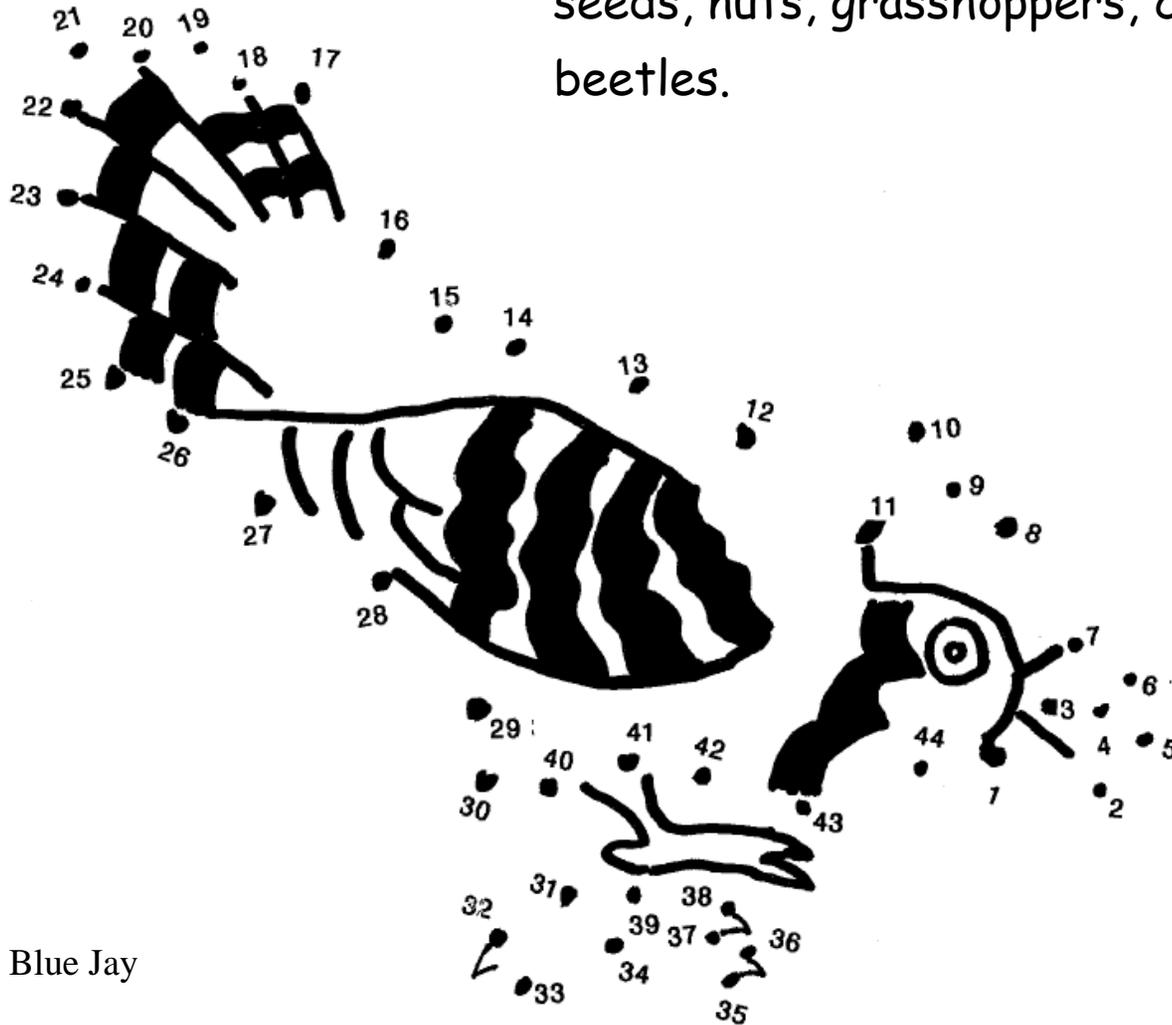


# Mule Deer

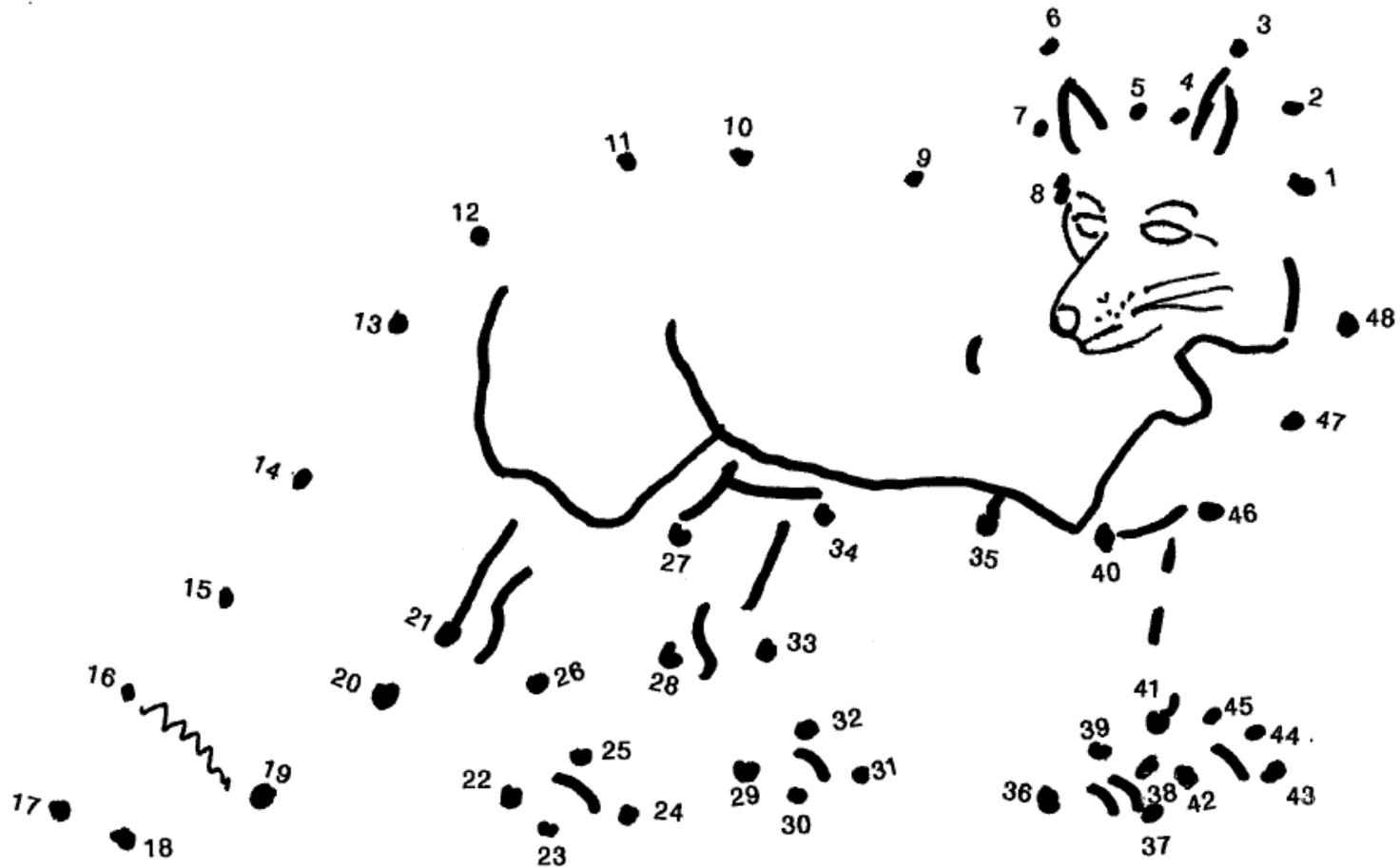


Marty wanders around in the forest in search of plants for breakfast, lunch, and dinner. He is a shy guy, preferring to stay hidden. When he gets tired he lays down in a grassy area, leaving a sign for you and I to find.

Jay is smart, as well as noisy. He loves to play with his friends and family. His snacks include seeds, nuts, grasshoppers, caterpillars, and beetles.

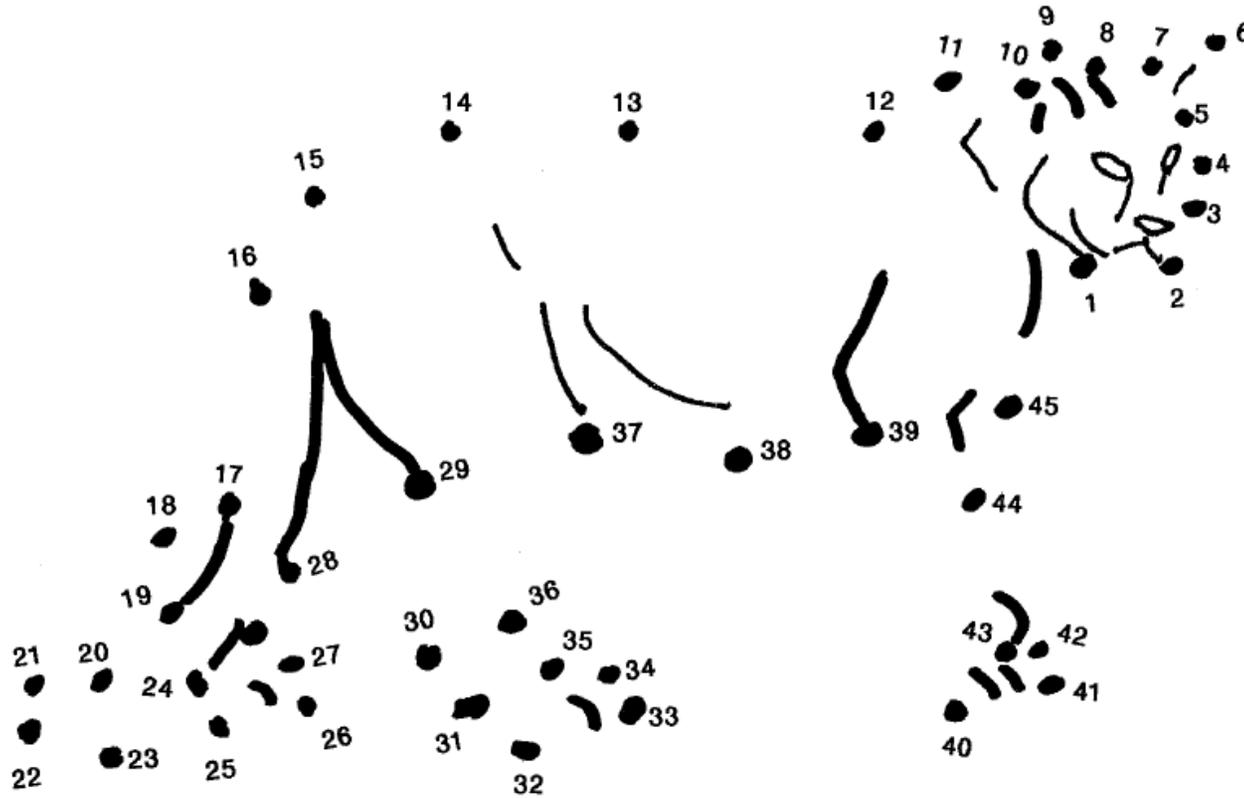


Blue Jay



Frances is very bright and clever. She is not a picky eater, but she especially loves to chase and pounce on mice, voles, shrews, moles, birds, and rabbits.

## Mountain Lion (Cougar)



Charlie likes his space and spends much of his time alone. He runs after deer at night before burying the leftovers for later and going to a shady place beneath a tree or rocky ledges to rest or sleep.



Penny is soft underneath her quills, but can be very prickly with other animals when they don't get along. She is a good climber who enjoys eating bark, fruit, and leaves.



This is our home. How is it like your home? How is it different?



## Wildlife

X S W P B E J E Q X  
O B Q T L N E M V C  
F S S Q U I R R E L  
K S U X E P R D Q V  
Q T T X J U P E N O  
L I P X A C Z Z E Y  
C R G M Y R G J Y D  
M R A G U O C K T D  
X M W H L P E Z S D  
H F I J M H M G F H

BLUE JAY

COUGAR

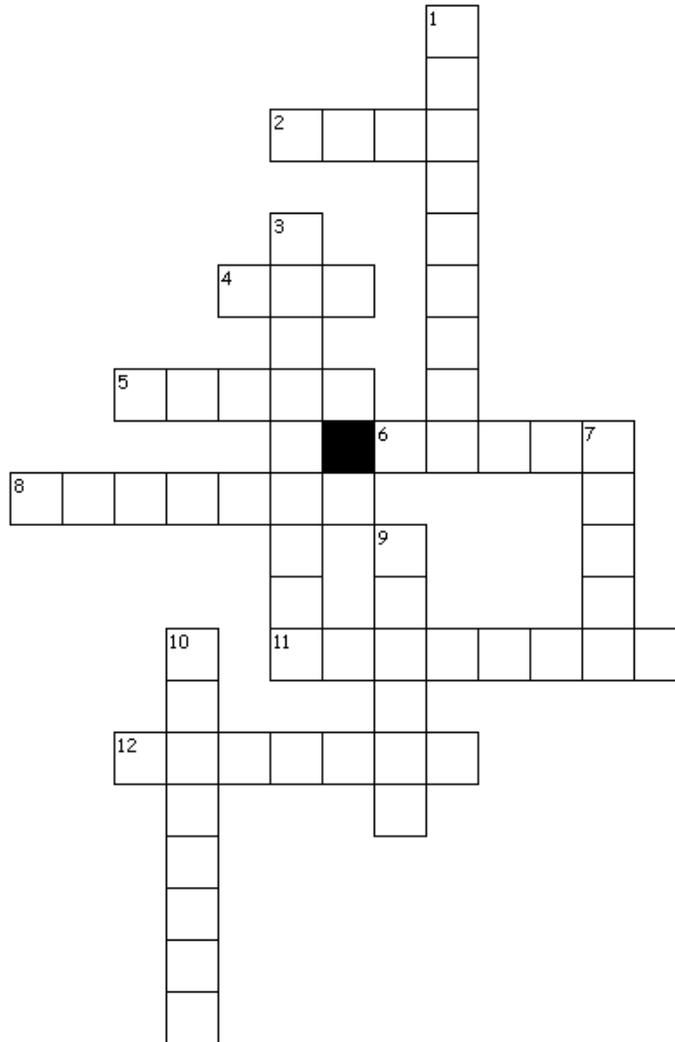
DEER

FOX

PORCUPINE

SQUIRREL

## Wildlife



space, deer, cougar, signs, mountains, fox, wildlife, needs, habitat, blue jay, squirrel,

**Across**

- 2. This animal is shy and makes a bed in the grass.
- 4. This animal is a clever hunter with a bushy tail.
- 5. These include tracks, nests, fur, scrapes, and scat that animals leave behind for you and I to find.
- 6. This includes an animal's shelter, space, food, and water.
- 8. This is the place in which an animal lives.

- 11. This animal loves nuts.
- 12. This bird is smart and noisy.

**Down**

- 1. This animal has quills on its back.
- 3. All these animals are found in these.
- 7. We should respect animals and give them plenty of this.
- 9. This animal spends a lot of time alone and has a long tail.
- 10. Animals that are not tame