

Animal Explorer



Key Groups:
Families, School groups, Boy Scouts (ages 12-15)

Subject: Wildlife

Duration: 1 hour

Abilities:
observing, note-taking, researching, drawing

Materials:
notebook, pen or pencil, coloring materials, crafts (ideas: stickers, popsicle sticks, glitter, stamps, etc.), camera (optional), wildlife field guide

Vocabulary:
wildlife, conservation, ecosystem, population, community, niche, habitat, mammal, vertebrae, biosphere

Background:

Traditionally, the term terrestrial wildlife refers to untamed animals with a backbone, including mammals, birds, reptiles, and amphibians. They find their own shelter, food, water, and space. There are many kinds of wildlife living in Mill Creek Canyon, including black bear, mule deer, coyotes, blue birds and tiger salamanders. No matter what species, they provide us with aesthetic beauty, food, and

much more. While it is good to enjoy and use some of these animals, it is important to remember our actions can have an adverse effect on them and their habitats. In our role in the ecosystem, it is important to demonstrate responsible stewardship.

When we learn more about the animals who share the world with us, we can grow to care more about them. When we care about something,

we naturally want to protect it and it is our job to conserve these wild and wonderful animals so our children and grandchildren may enjoy them. By learning about ecological processes of wildlife at a young age, kids will be able to develop a greater appreciation for them and make wise choices later on in life.

Method:

Activity: Create a wildlife journal.

Kids can decorate the outside of a notebook to use as their journal for when they go camping, hiking, on field trips, or participating in some other outdoor activity. Once they are finished they can choose from a variety of activities (depending on their age and interest) to begin their journal:

- Record the time and date of their wildlife sightings.
- Sketch the place where they saw the animal. Sketch the animal they saw.
- Explore their five senses and feelings. Record what they hear, smell, and see (the animal's behavior and its habitat) regarding the animal. Have them include how they feel when watching the animal.

-They can also record signs of wildlife, such as nests, tracks, or scat.

-If they have a camera, they can take pictures of the animals they have seen and make a collage in their journal.

An outline for the journal is provided at the end to get kids started. They can either staple the book together or use a hole-punch to make a hole and then tie it together with yarn.

Assessment:

-Explain why we must protect or conserve wildlife.

Further Learning:

-Research a job in wildlife or fish management. Find out the required education, training, and experience for it.

Works Cited

Interesting Facts about Wildlife Animals and Wildlife Animal Conservation. (n.d.). Retrieved June 26, 2013, from Kid Info: <http://www.kidinfo.com/science/wildlife.html>

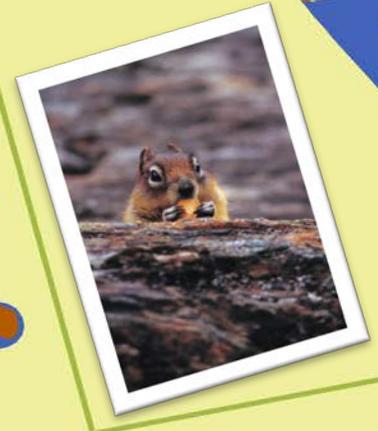
National Wildlife Federation. (n.d.). *Learn About Wildlife and Wild Places!* Retrieved June 27, 2013, from National Wildlife Federation: <http://www.nwf.org/Wildlife.aspx>

What is Wildlife. (n.d.). Retrieved June 27, 2013, from IHEA: <http://homestudy.ihea.com/wildlife/03whatis.htm>



Animal Explorer

Wildlife Journal



Name: _____

Address: _____

Location: _____

Date: _____

Time: _____





Observations about the Site Where the Animal Was Found:



Birds:

Why are birds useful indicators of the environment? What do the birds you see or hear tell you about your own area?

Sketch a bird and label its body parts.

Use a range map in a bird field guide to identify a species wintering range, breeding range, or year-round range.

Observe or deduce what the bird(s) eat.

Try to identify a bird by its call. Describe the sound the bird made and why you think it made that sound.

Rocks and Minerals:

What is geology?

What's the difference between a rock and a mineral?

How are minerals classified?

What is the age of the rock(s)?

How many different kinds of rocks and minerals can you find?

What kind of rock is it (sandstone, igneous, or metamorphic?)

What are the characteristics of each rock type?

What does it look like?

Plants:

Identify as many plants as you can.

What kind of animal do you think eats them?

What do they look like? What are their characteristics?

Can you see any nests in the trees or markings on the bark?

What is the habitat like where the particular plant is?

Is there any damage on the trees or plants? What kind? What is the effect on the tree?

What are three ways why plants are important to wildlife?

Streams:

Is it moving slow or fast?

Can you see any fish or insects in it?

Can you identify any plants around it?

Is it healthy or not? How can you tell?

Ground:

Is there any litter? How does it harm wildlife?

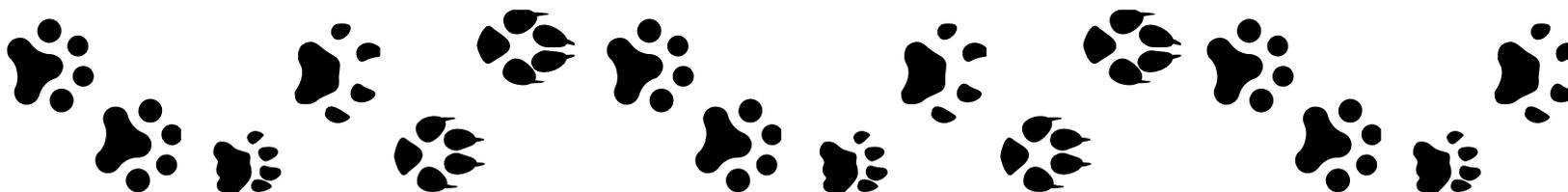
Are there any signs of animals (i.e. tracks or scat)?

Insects:

What kinds of insects are there?

What are they doing?

How do they fit into the food chain for birds, mammals, and other insects?





Picture or Drawing of Your Site



Your Observations: _____



Observations of the Wildlife



Observations:

Size: _____

Color/Markings: _____

Behavior: _____

Diet: _____

Noises: _____

Signs: _____

Threats: _____

Picture or Drawing

Picture or Drawing of the Wildlife



Poetry and Quotes

Vertical

Wonderful to watch

Identified as having a backbone

Looking to their own survival

Defend their habitats

Living in many ecosystems

Influenced by human actions

Free to roam

Environmentally important to our world.

Quotes

When we try to pick out anything by itself, we find it hitched to everything else in the universe.

-John Muir

Look deep into nature, and then you will understand everything better.

-Albert Einstein

The good man is the friend of all living things.

-Mahatma Gandhi

The continued existence of wildlife and wilderness is important to the quality of life of humans.

-Jim Fowler

Haiku

In the early morn

Of winter dawn . . . many tracks

Etched into snow

Japanese Haiku poems only have three lines. The first line has five syllables, the second line has seven, and the third has five again.

