

GROW YOUR PALS PROGRAM GUIDE



THE NATIONAL FFA MENTORING PROGRAM

Sponsored by



LESSON 33

Techniques for Observing Wildlife

Unit:
ENVIRONMENTAL SCIENCE

PRECEPTS

- J. Mental growth
- J2. Think creatively

NATIONAL STANDARDS

NS.K-4.3 Life Science



Lesson Type:
Large Group

STUDENT LEARNING OBJECTIVES

As a result of this lesson, the student will ...

1. Define wildlife.
2. Identify and practice techniques for watching wildlife.





TIME

Instruction time for this lesson: **50 minutes**.



RESOURCES

None



TOOLS, EQUIPMENT AND SUPPLIES



Wildlife pictures



PALS.33.AS.A – 1 per student, plus picture cutouts for matching

KEY TERMS



The following term is presented in this lesson and appears in ***bold italics***:
wildlife

INTEREST APPROACH

*You are going to try to pique the students' curiosity. Hand out pictures of "hard-to-see" ***wildlife*** and see how successful the students are at finding them.*



We are going to look at several different types of pictures that have animals, insects and reptiles that are both easy and hard to see.

Divide the mentor/mentees into four groups. Give each of the groups four different pictures. Give them two minutes to share what each sees in the pictures.



What did we see in the pictures? What made it difficult to see what was in the pictures? What made it easy?

Call on each group to give you ideas and reasons for what they saw in the pictures.



A lot of living creatures are able to blend into their surroundings, making it difficult to see them all of the time. Why is that important for them?

Wait for the group to share ideas. Possible responses: survival and to help them hide their young.



It is amazing to be able to go outdoors and actually see the same living creatures in their natural setting. Often times we are right next to many types of animals, insects and even reptiles, but we don't always have the right tools to know they are there. We are going to spend some time today looking at ways we can possibly get closer and see a variety of **wildlife**. Once we know what is in our own backyard, it is easy to want to protect nature and be a responsible **wildlife** watcher.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

OBJECTIVE 1. | Define wildlife.



*It is important to see what the students think **wildlife** is before giving them the answer. Use the Me-You-Us Moment to have students think of their personal definitions. They will share their definitions with someone next to them, and the pair will share both answers with everyone.*



If we are going to be **wildlife** watchers, we need to be sure we know what **wildlife** is. Think, without sharing, what your definition of **wildlife** is. Now that everyone has his or her own definition, share what you think with the person to your right. Now the person who is the oldest will share what you and your partner talked about with the group.

Have students share with the group their ideas.

Thank you for sharing. What a bunch of great ideas!



I. **Wildlife**

A. **Wildlife** is a broad term that includes all living things that are undomesticated, living in nature.

Undomesticated means the animals are not living in a human home or fed by humans.

OBJECTIVE 2. | Identify and practice techniques for watching wildlife.



Since we know **wildlife** is everywhere, why do we not see it all the time? *Allow students to share what they think.*

One of the main reasons we do not always know animals, birds, insects and reptiles are there is their need for protection and survival. We want to be sure as we learn ways to observe **wildlife** in its natural setting that we do not disturb the natural setting or cause a disruption. I am sure many of you have heard about not touching a bird's nest because the parents will not come back to care for the young if human smell is everywhere. It is for that very reason we need to help remind each other to be watchful and observe rather than interact with the **wildlife** we encounter.

*Review PALS.33.AS.A sheet with students. Think of personal stories you might have to share where you have seen **wildlife** using these tips.*



We are going to look at 10 different tips that will help us know where and what to look for. Do your best to remember what we talk about, because we will be using these tips later.



REVIEW / SUMMARY

*To help the students review what they just learned, the students will pair up pictures with the tips they just learned. For example, the color wheel and tip 5 (look for color) would be paired together. Cut the **wildlife** watching tips into strips. Have the pictures or symbols scattered around the room. Instruct the students as to what they will be doing.*



You might have noticed the pictures or symbols scattered around the room and wondered what we were going to do with them. They are going to help us review the tips we just learned. Sometimes remembering a symbol or a picture is easier

than remembering a lot of words, so we are going to see how we do. You will get one of the tips we just talked about, and it will be your job to find the symbol that best fits what your tip says. After everyone has placed their tip, we will go around the room and see how well we did.

We did a great job pairing up our tips.

Use the following questions to help summarize what we learned today.



Who will tell me the tip they are going to remember most?
Why do we want to be quiet when walking among nature?
What are two ways we could help protect **wildlife** while we are enjoying seeing birds, reptiles and who knows what else?

Really nice work everyone! Remember to acknowledge the nature around us each day and be sure not to disturb the **wildlife's** homes.

APPLICATION



Small Group Suggestion: *Take a nature walk where the students can observe **wildlife** in the natural habitat in their own backyards.*



One-on-One Session: *Discuss with your PALS the importance of observing, not interacting, with **wildlife**, and share additional ways they can help protect nature.*

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WILDLIFE WATCHING TIPS

Animals, birds, reptiles and insects do not just walk up and introduce themselves. You have to be observant to see wildlife!

Here's how:

1. Walk slowly and quietly. Try not to make any noise at all! Even stepping on a stick can alert wildlife that you are there. It is best to walk a few steps, then stop to look and listen.
2. Listen to the birds. It is easy to tell if the birds are singing happily or are giving an alarm call. If you hear the alarm call of any birds, stop for a while and wait for the birds to start singing again. Even if the birds are silent, this means they are alert and watching you to see what you will do next. Many animals listen to the birds to know if there is danger nearby.
3. Trust your instincts. You may just have a “feeling” that an animal is nearby. Stop and look!
4. Look for movement. Any kind of movement in a still forest or meadow really catches your eye.
5. Look for color. Many birds and reptiles have distinctive colors and patterns.
6. Look up in trees, especially old dead trees. You will often see nests and cavities where large birds, squirrels, raccoons and other animals live.
7. Look along the edges and at the corners of fields. Don't walk out in the middle of a field. Stay just inside the woods and walk along the field edges.
8. Animals like to take the easiest path through the woods, just like you do. Follow a trail if you can find one.
9. Lots of animals are active at dawn or dusk. You might want to look for wildlife at those times.
10. Don't leave anything in nature that wasn't there when you arrived.



Include for cutout, the following pictures:

- Someone walking
- An ear
- Eyes
- Color wheel
- Trees
- Fields
- Trail through woods
- Daylight/dusk
- No littering
- Instinct