

Wildlife Resource Leader Guide

See the student datasheet with answers attached with this guide.

Objectives

Students will:

- A. Collect data on the wildlife by looking for a recognizing signs.
- B. Learn rules from the Oregon Forest Practices Act that protect wildlife habitat.
- C. Describe a forest food web with information gathered while dissecting owl pellets.
- D. Observe wildlife adaptations.
- E. Make predictions and find evidence that describe how wildlife interact and live in the forest.

General Directions

The wildlife station is divided into three substations, which all students encounter with their leaders. Volunteers stay with the group the entire session length. Substation 1 is the **Wildlife ID Tables**, Substation 2 is **Owl Pellet Dissection**; and Substation 3 is **Wildlife Survey** along a trail. Leaders begin at different substations and flow through the station in coordination with one another.

Please acquaint yourself with the substations before students arrive! Examine the student datasheet attached to familiarize yourself with the answers.

When the students arrive, divide them into two or three groups, depending on the number of leaders that day (you can ask students to divide by animal to create three groups, or to divide by number to create 2 groups).

Be sure students complete the questions on their datasheets at the corresponding substation.

Note: The length of time you should spend with students at each substation will depend upon the session length:

50 min sessions= ~18 mins

45 min sessions= ~15 mins

Substation 1: Wildlife ID Tables

There are several types of ID- tracks, scat, pelts, and bones. Leaders can either have students ID the tracks, scat, and pelts on their own using guides, or better yet, can facilitate the process, sharing information as each animal is identified. *Be sure to address the questions relevant to this station- see the student datasheet attached.*

Substation 2: Owl Pellet Dissection

Leaders can have students dissect pellets to find bones, then use the keys to identify what rodent they are observing. Leaders can share information about predator and prey interactions in the forest or any other information that is relevant to the topic. Once the dissection is complete, volunteers can talk about forest food webs, highlighting how energy travels through the forest by what animals eat. Toothpicks are available for student that do not want to use their hands, and hand sanitizer is available for all students at the conclusion of the activity. *Be sure to address the questions relevant to this station- see the student datasheet attached.*

Substation 3: Wildlife Survey

There is an established wildlife trail where students observe and record animals and animal signs they find on their inventory sheets. Leaders should walk the trail beforehand to get a feel for it. At the beginning of the trail with the students, leaders should make time to share about the Oregon Forest Practices Act and how these rules protect wildlife habitat (see student data sheet attached). *At this station be sure to address the questions relevant to this station- see the student datasheet attached.*

Here are some other examples of what to incorporate into the survey:

- Have students listen for birds and try to discern how many types they can hear.
- Help students find animal signs on the trail, animals, tracks, and holes in trees, burrows, scat, and evidence of foraging.
- Talk about what landowners can do to improve wildlife habitat, such as putting in ponds, snags, birdhouses, or planting native species for habitat.