

PROTECTING WILDLIFE: YOU CAN HELP!

4th-8th Grade Discussion Guide

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SCIENCE CATEGORIES

Wildlife, Sustainability, Ethics

TIMEFRAME

30 minutes each

MATERIALS

Which-Way Scenario guide, materials for making fliers and equipment for copying fliers

KEY WORDS

Impact, First Responder, Habitat



LEARNING OBJECTIVES

Students will be able to:

- Identify the dangers of interacting with injured wildlife, and how to avoid unwanted consequences.
- Explore the most effective ways to lessen negative human impact on wildlife and increase positive human impact to help wildlife in need.
- Determine how they can mobilize their community to support wildlife hospitals and make choices to lessen human factors that are dangerous to wildlife.

ACTIVITY SUMMARY

This activity group will help students use logic, discussion and critical thinking skills to determine what they would do if they found an injured animal, and the consequences of making mistakes. They will examine what the best way to help injured wildlife would be, and how to coexist with wildlife to keep them from becoming injured.

BACKGROUND INFORMATION

SUMMARY OF CLASSROOM VIDEO 2:

“Into the Outdoors @ Home: Humans share this planet with wildlife. What are some of the ways that we can protect and care for wild animals?”

Topics the students in the video explored after following up on the progress of the injured animal they had brought to the wildlife hospital:

- Suggested students journal or draw their observations about nature to get to know normal animal behavior
- Suggested students think about how are we interconnected with wildlife

- Pose the questions:
 - What happens to habitat when cities grow?
 - What can you do to help make your city better for animals?
 - What can you do in your yard to help animals?
 - What can you do with your home to help protect animals?
 - What could happen when your cat roams outdoors?
 - What could happen if you drop food scraps outdoors, or food wrappers?
 - What could happen if you leave fishing lines behind instead of retrieving and disposing of them?
 - What could happen if you use poison or live traps to get rid of “pest” animals that are attracted to your property by food or shelter? (i.e. injury or orphaned babies)
 - How could you identify what is attracting an animal who has become a pest?
 - How can you remove or relocate an attractant, or can you coexist together?
- Instructed students on what to do to help injured wildlife who need help:
 - “If you do see an injured wild animal, the best thing you can do is call a wildlife rehabilitator.” Know who is your local wildlife hospital ahead of time, and know how to call them to find out what information they need to help you determine if the animal will recover on its own, if it needs protection from elements or predators, if they want you to move it, or if they will send someone to come get it.
 - Educate friends, family and classmates about what they can do to prevent, notice and respond to wildlife injuries or other problems that humans and wildlife may have as we move into their habitats.
 - Fundraisers and donations are needed to buy food, medicine, medical care, and pay for wildlife rehabilitators.
 - “Now that you know different ways to help protect wildlife, talk with your family and friends about how they can get involved too.” - Students in video





VOCABULARY

IMPACT - the effect or influence of one person, thing, or action, on another.

FIRST RESPONDER - someone designated or trained to respond to an emergency.

HABITAT - the natural home or environment of an animal, plant, or other organism.

LEARNING PROCEDURE

INTRODUCTION:

In this activity we will determine what any of us should do if we ARE the First Responder to a wildlife emergency, and then what we can do to support the wildlife hospital that is taking care of our animal. Before doing the activity, please view the video "Into the Outdoors @ Home: Humans share this planet with wildlife. What are some of the ways that we can protect and care for wild animals?"

ACTIVITY 1: FIRST RESPONDER "WHICH-WAY SCENARIO"

The term "First Responder" refers to someone who is trained to respond to an emergency in order to save the person or animal that is injured. However, when it's a wild animal, sometimes untrained people take the responsibility of a First Responder, and things might or might not turn out well.

In the video, we heard that the best thing to do is observe the animal and try to protect it from predators while calling the wildlife hospital. However, people don't always know to do that.

This story will give you choices of what you will do as an untrained responder to an emergency. Your action may work out well, or it could go badly. If you're doing this in an activity group (2-3 people), discuss each choice with the group before making it. You cannot undo a choice once making it. When you're done with the activity, you'll tell your teacher and wait until the rest of the class is ready to discuss the outcomes of their choices. Don't worry, you're not alone if you make a mistake. Just be determined to learn from it, because that is the point of what we are doing.

Instructions: Start at 1, then follow the directions for each choice to progress through the story:

1. You are riding in the car down a quiet country road with your mom. Suddenly you see a large bird in the middle of the road and tell her to stop before she hits it. It looks like it is hurt, so your mom puts on her hazard signals and pulls the car to a safe place that blocks traffic from the bird. When you get out of the car, you see the bird (which looks like some type of hawk) has its eyes open and is looking around, but can't seem to move. While your mom calls the Sheriff's department to get help, you ...
 - a. Reach for the bird to try to move it off the road (go to 2).
 - b. Grab a stick and try to push the bird off the road (go to 3).
 - c. Throw a blanket over the bird and wait (go to 7).

2. When your hand touches the bird he reaches out and grabs your arm instinctively with his talons. You scream and try to pull away, but his talons have pierced deeply so you can't get him off and he is too terrified to let go. You:

- Wave your arm frantically to try to shake the bird off (go to 4)
- Yell to your mom to hit the bird in the head so it becomes unconscious and lets go (go to 5).
- Kneel down and turn your face away and stay very still until the Sheriff comes (got to 6).

3. You get the bird off the road, and keep it in the ditch until the Sheriff comes. The Sheriff wraps the bird in his coat and wedges it in a crate in his car to take it to the wildlife hospital. You call the hospital a week later to check on the bird. The staff tells you that unfortunately the bird passed away soon after getting to the animal hospital. The veterinarian thought the increased stress and trauma from the stick pokes and sliding the open wound on the gravel on the road caused a situation the bird could not heal from. She tells you that you were very smart not to get near the talons or beak. She thanks you for trying to save the bird, but also advises you that if this ever happens again, you should try putting a blanket, towel or jacket over the bird to keep it calm until help arrives and not try to move it. Or if you must move it, wrap it up and find a comfortable place to wedge it into where it can breathe easily but stay calm until help arrives. You decide that when you're old enough, you want to volunteer at the wildlife hospital to make it up to yourself that you had made this mistake, and you ask your teacher if you could do a class fundraising drive to raise awareness about how to help injured wildlife and to get help to the animals being cared for by the local wildlife hospital.



4. The bird finally shakes off and hits the ground hard. It flaps around frantically until it gets stuck in the ditch. The Sheriff comes and helps get the bird into a box to take it to the wildlife hospital. Sadly, the bird dies from his trauma and you're left with 10 inch lifelong scars after having reconstructive surgery on your arm.
5. The bird lets go after being hit, but dies within minutes. You leave it on the side of the road for the Sheriff to retrieve and your mom rushes you to the hospital and to get care for the puncture wounds. The hospital gives you antibiotics and you have no infection and no scars. You wish you had known the right thing to do, but you know touching the injured bird was not the best idea.
6. The Sheriff arrives and throws his coat over the bird's head to calm it down. After a few minutes it releases your arm and the Sheriff takes it to the wildlife hospital for treatment. Your mom takes you to the hospital to get care from the puncture wounds. Everyone in the emergency room calls you a hero. A nurse at the hospital used to work with wild birds, and tells you that if you're ever in that situation again, you should do what the Sheriff did and throw a coat over the bird to keep it calm and give it something to grab on to. The hospital gives you antibiotics and you have no infection and no scars (go to 8).



7. The Sheriff arrives to help direct traffic and gives your mom the phone number to the local wildlife hospital to get instructions. Another officer arrives with a cardboard box, and they carefully wrap the blanket around the injured bird and place it in the box where it cannot move. The bird is kept warm and quiet on the way to the hospital. At the wildlife hospital they find out the bird ate a poisoned mouse and was feeling sick, which is why it probably got hit by a car. After fixing it up they determined that it had brain damage, and cannot be returned to the wild, but is calm with humans and would make an excellent education animal. It became an ambassador for how to respond to wildlife injuries, and you get to go see it in a program at the hospital, and mobilize your class to educate families on how to respond to wildlife emergencies, and collect donations to support the wildlife hospital.
8. At the wildlife hospital they find out the bird ate a poisoned mouse and was feeling sick, and got hit by a car. After fixing it up they determined that it had brain damage, but would make an excellent education animal. It became an ambassador for how to respond to wildlife injuries. When you're old enough to volunteer at the wildlife hospital, you assist with the programs to help other people know what to do and what not to do if they see injured animals on the road by sharing your experience.

ACTIVITY 2: ASSIGNMENT: DONATIONS CAMPAIGN AND COLLECTION DRIVE

Your class will do a community education and donations drive for your local wildlife hospital. Be prepared to teach your family, friends and neighbors about what the wildlife hospitals do, what their challenges are, and what you're asking for to help them do their work. Be prepared to answer questions and tell them tips you've learned. For example, you might want to say that access to food scraps lures animals to the roads where they could get hit, or to homes where they have conflicts with people. They might be surprised by the dangers of small things people do with food waste or packaging without thinking or without knowing it might hurt an animal.

Your mission will be to design a simple persuasive campaign for donations, using the following instructions:

- A. Before starting your assignment, your class will find out where the nearest wildlife hospital is located, and learn about their mission by looking at their website or requesting that they send information.
- B. To begin your individual assignment, you will draw a flier that you can give adults to persuade them to give something for the wildlife hospital your class has decided to work with. Each student will use the flier that he or she designs.
- C. Include this information on your flier:
- Think of a way to show or tell what the hospital does to help animals, and a short list of what you need to gather to help them do their work.
 - If the wildlife hospital has a donation channel like Amazon Smile, put that information on your flier so your family can donate there.
 - Be sure to put the date that you're gathering donations on your flier so you can get them to school in time to have them taken to the wildlife hospital.
- D. Make a list of family members, friends and neighbors you know might want to help, and request that your teacher make a copy of your flier for each of them.



- E. On the date you promised to return, go to your donors and collect their items.
- F. On the date that your class is collecting items for the drive, bring the items you collected in to school.
- G. Your teacher may want to take a photo of your class and the donations you collected in order to provide a "Thank-You" letter to your donors. Be sure to take the letter to each of your donors and tell them how excited you all were to be able to help animals in need. Encourage them to keep giving! Your teacher can provide a link to the wildlife hospital website in the letter, but it's your encouragement that will make the difference to your donors!

CONCLUSION:

Through informed choices, we can make our impact on wildlife positive instead of negative and teach others to help them make informed choices as well.

EXTENDING THE LESSON (Options for extended/additional activities and lessons)

- Use Wildlife Rehabilitation: A Calling of the Heart video for the Wildlife First Responders episode and associated activities to explore this topic deeper. "Into the Outdoors @ Home: Veterinarians and wildlife rehabilitators both offer care for animals. How are these jobs similar and how are they different?"
- Request a local wildlife rehabilitation hospital to bring education animals to the classroom. If there are no programs in your area, look for local nature centers, zoos and camps that have outdoor education programs that may have education animals that they can bring in.

RELATED LINKS

- Fellow Mortals Wildlife Hospital in Lake Geneva, WI. fellowmortals.org



The following National Common Core Standards can be met teaching;
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4TH GRADE:

- CCSS.ELA-LITERACY.RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- CCSS.ELA-LITERACY.RF.4.4.A** Read grade-level text with purpose and understanding.
- CCSS.ELA-LITERACY.W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- CCSS.ELA-LITERACY.W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.W.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- CCSS.ELA-LITERACY.SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

5TH GRADE:

- CCSS.ELA-LITERACY.RI.5.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
- CCSS.ELA-LITERACY.RF.5.4.A** Read grade-level text with purpose and understanding.
- CCSS.ELA-LITERACY.W.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- CCSS.ELA-LITERACY.W.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.W.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- CCSS.ELA-LITERACY.W.5.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- CCSS.ELA-LITERACY.SL.5.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- CCSS.ELA-LITERACY.SL.5.5** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- CCSS.ELA-LITERACY.SL.5.6** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)



6TH GRADE:

- CCSS.ELA-LITERACY.RI.6.7** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- CCSS.ELA-LITERACY.RI.6.10** By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- CCSS.ELA-LITERACY.W.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- CCSS.ELA-LITERACY.W.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- CCSS.ELA-LITERACY.W.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- CCSS.ELA-LITERACY.W.6.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- CCSS.ELA-LITERACY.SL.6.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- CCSS.ELA-LITERACY.SL.6.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

7TH GRADE:

- CCSS.ELA-LITERACY.RI.7.10** By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- CCSS.ELA-LITERACY.W.7.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- CCSS.ELA-LITERACY.W.7.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.W.7.7** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- CCSS.ELA-LITERACY.W.7.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- CCSS.ELA-LITERACY.SL.8.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- CCSS.ELA-LITERACY.SL.8.5** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- CCSS.ELA-LITERACY.SL.8.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.



8TH GRADE:

- CCSS.ELA-LITERACY.RI.8.10** By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
- CCSS.ELA-LITERACY.W.8.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- CCSS.ELA-LITERACY.W.8.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.W.8.7** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- CCSS.ELA-LITERACY.W.8.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- CCSS.ELA-LITERACY.SL.8.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- CCSS.ELA-LITERACY.SL.8.5** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- CCSS.ELA-LITERACY.SL.8.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

NEXT GENERATION SCIENCE STANDARDS:

5TH GRADE:

- 5-ESS3-1** Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment. Performance Expectation Grade: 3-5 5

GRADES 6-8:

- MS-ESS3-3** Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.* Performance Expectation Grade: Middle School (6-8)