



Welcome to the 2017 FRPA Conference!



Florida Youth Conservation  
Centers Network

# Wildlife is Everywhere!

## Get WILD and Stay WILD

Facilitators: Eric Hoeppner and Anita Forester



# Activity 1. What's that Habitat?

Adapted from the *Project WILD Activity Guide*, page 56)

Can also be used with *What's Wild?* Page 7

Please sign in and begin  
drawing a picture of a healthy  
habitat for a favorite animal.



**Main Idea:** Within a biological community, there are interrelationships and interdependencies between plants and plants, plants and animals, as well as animals and animals. These interrelationships and interdependencies are important.



## **Activity #2 Habitat Lap Sit**

Adapted from *Project WILD Guide* page 61



# Learning Objectives

- To become familiar with the history of Project WILD and resources available from Florida's Project WILD Office
- Develop skills for locating, observing, and identifying wildlife in an urban setting
- Actively participate in several Project WILD activities
- Adapt Project WILD Activities for diverse audiences



## Activity #3 Urban Nature Search

(Adapted from Page 70 – *K-12 Project WILD Guide*)

All environments have characteristic life forms. Urban environments are filled with organisms that have adjusted as their habitat has changed from undeveloped to urban. Even in the most urban environments we can find examples of predator / prey relationships, nesting birds, insects feeding and pollinating plants, energy flow from plants to animals.

Option 1

What do I <b>know</b> ?	What do I <b>want</b> to know?	What have I <b>learned</b> ?

Option 2 Create an *Urban Nature Scavenger Hunt*

Follow-up with or used in conjunction with

*\*Wildlife is Everywhere*

*Project WILD Activity Guide Page 51*



# \*Wildlife is Everywhere!

Page 51 – K-12 Project WILD guide Page 51

Not all species of wildlife are large powerful beasts. Most wildlife species are very tiny and may go un-noticed by the most observant student. We can find evidence of animals any where if we take the time to look. Insects, spiders, worms, birds, small mammals, reptiles and amphibians live in every school yard. In this activity, you will be looking for evidence of wildlife.

- Toss the bean bag. This will become the center of your wildlife observation circle.
- Spread the rope into a circle with the beanbag as the center.
- Using a magnifying glass, conduct an inventory of any wildlife species you find. Look for ants, beetles, and other invertebrates.
- What is the most common species in the circle?

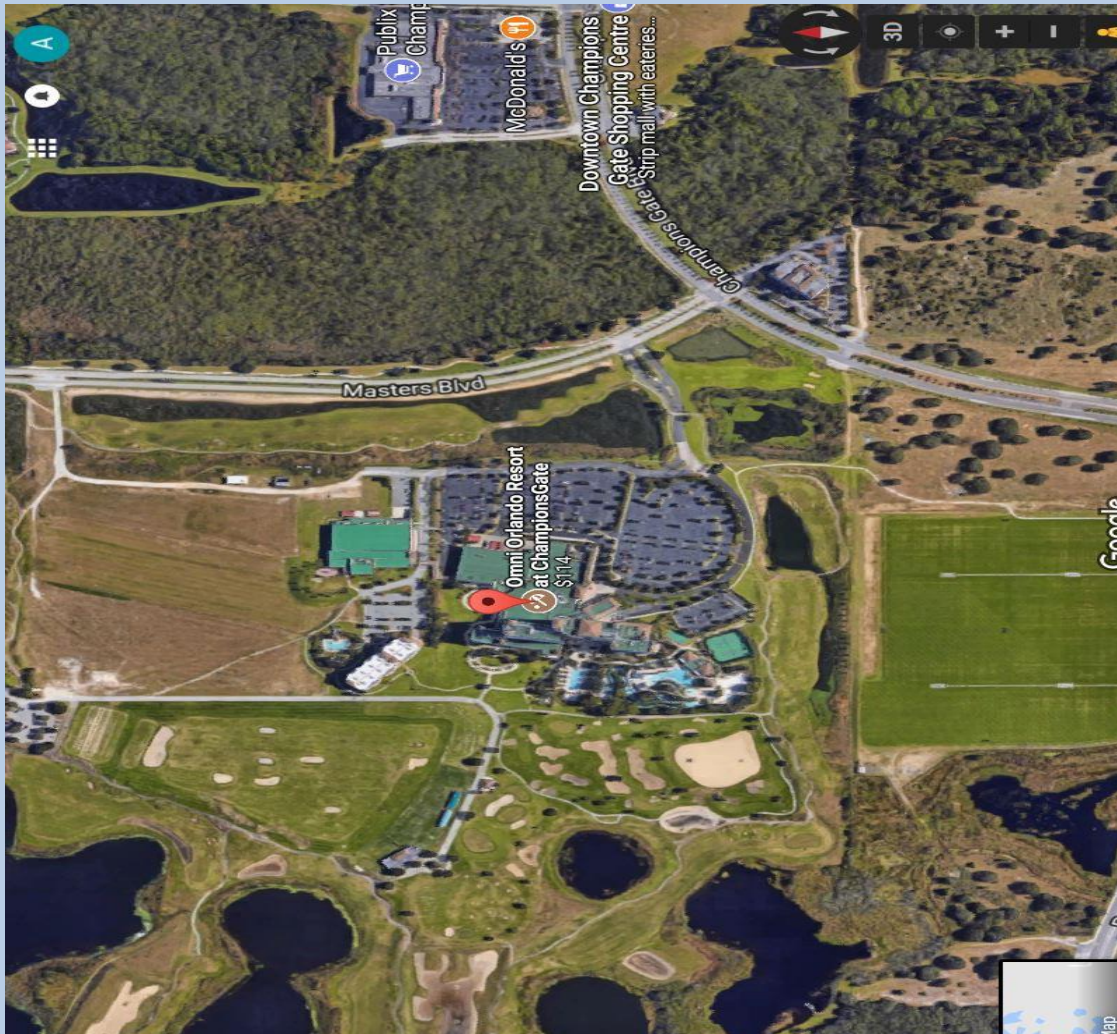
Once you have counted all the wildlife in the circle, stand next to the circle and look for larger species by turning slowly in a circle.

- Look up, out and down each time you turn.
- Record each species you see in your journal.

Share your observations with the other participants. Be sure to include how you would use this activity with your students.



# Interpretive Urban Nature Walk







**Hike Through the Guide**



# TASK CARD Rotation: Activity #4 Seed Need

(Page 98 – K-12 Project WILD guide)

The majority of plants reproduce through seeds. Many more seeds are produced than grow into plants. People and animals depend upon seeds for many of our food items. Over the years, plants have developed many ways of dispersing their seeds. Dandelions depend on the wind to spread their seeds. Oak trees depend upon squirrels, blue jays and other species to bury their acorns. The berries from the eastern red cedar must pass through the digestion track of a bird before it will grow, which is why we often find cedars growing under wires.

- Look around the school yard for plants with seeds.
  - Collect a single seed from each of the different plants. Look for seeds that are dispersed by wind, by sticking to an animal's fur, by being eaten by an animal or by being buried or hidden by an animal.
  - Tape seeds in the appropriate square on the card.
  - If the plant hasn't gone to seed yet and you know what the seed looks like draw it in the space.
- Share your observations with the other participants. Be sure to include how you would use this activity with your students.

Seeds spread by the wind:	Seeds spread by birds:	Seeds planted by animals:
Seeds carried somewhere new by animals:	Seeds that fall beneath the mother plant:	Other seeds:

Share your observations with the other participants.  
Be sure to include how you would use this activity  
with your students.



# TASK CARD Rotation: Activity #5 Ants on a Twig

Page 88– K-12 Project WILD guide

Ants can be found everywhere, even in our classrooms and homes. Only a few of the thousands of species are considered pests. Ants are valuable members of the ecosystem. They turn over and aerate the soil, disperse seeds and eat other insects. Since ants live in colonies their homes can be easily spotted by the characteristic “hill” or by ant activity near the colony. Look around the school yard for an ant colony.

- Observe the ants for a few minutes. Where are they going? Are they carrying any food items?
- Place the piece of food near the entrance to the ant colony. Time how long it took for the ants to find the food.
- Look at the ground carefully around the colony. If it is an older colony you may see trails where thousands of ants have walked. Place a stick or other barrier across the trail. How do the ants behave? Do they climb directly over the barrier or look for a way around? Be sure to remove the barrier when you are finish observing the ants.

**Share your observations with the other participants.**

**Be sure to include how you would use this activity with your students.**



# TASK CARD Rotation: Activity #6 Learning to Look, Looking to See





Page 278 – K-12 Project WILD guide

Being a good observer is an important life skill. The three elements of observation are:

- to learn to be a careful observer, even without the use of your eyes;
- to be aware of the surroundings; and
- to recognize any part of the environment as being part of a larger whole.

Choose a location on the park or schoolyard away from other participants. Under a tree, near a garden or bush are nice locations. Make yourself comfortable by sitting, leaning against the tree, your choice.

- 1.Look around you for a minute or two and record what is happening.
- 2.Close your eyes and listen to the sounds, make a mental note of all the sounds you hear to be recorded later.
- 3.With your eyes closed, take a deep breath and try to locate the source of each smell.
- 4.Open your eyes, and once again look around you.

<p>I saw:</p> 	<p>I heard:</p> 	<p>I smelled:</p> 	<p>I felt:</p> 
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Share your observations with the other participants.  
Be sure to include how you would use this activity  
with your students.



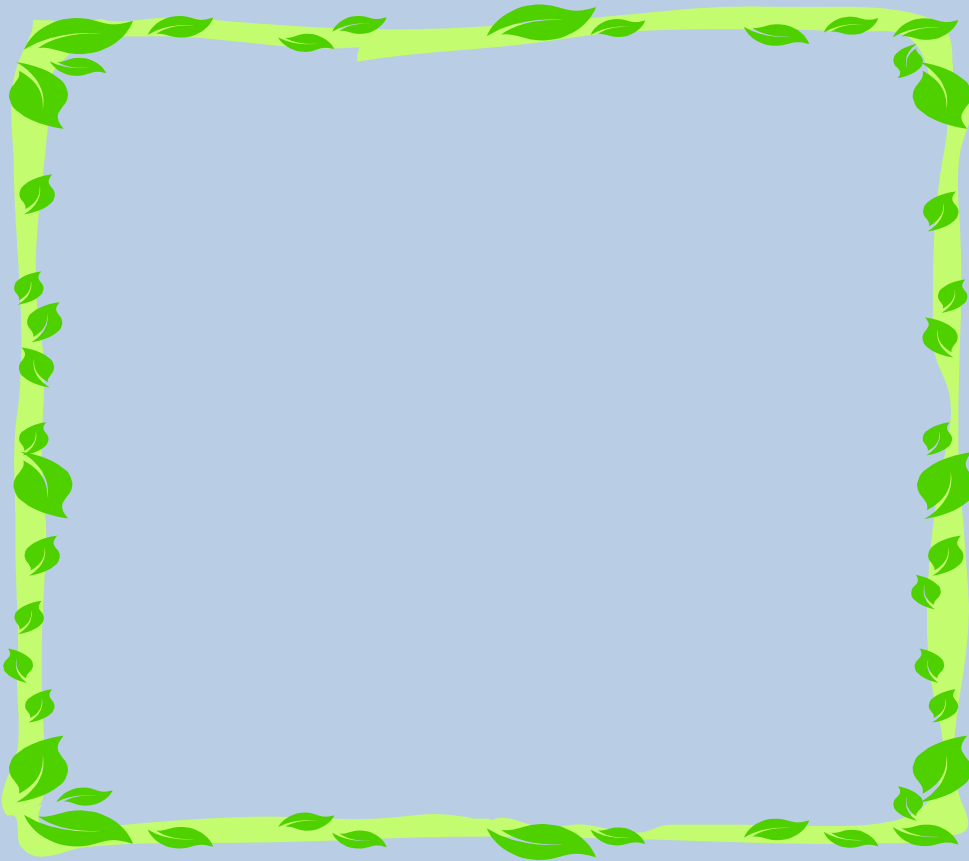
# TASK CARD Rotation Activity #7, *Animal Poetry*

Page 282 – K-12 Project WILD guide

There is an inspirational value of wildlife that many find as necessary to existence. Wildlife has a way of calming us when we are distressed.

Watching wildlife will often bring a smile to our face.

Find a quiet space on your park or school yard where you can quietly watch a wild animal go about its daily “chores”. In the space below write some words that describe what you are seeing then compose those words into a poem.



Descriptive words:



# More on *Animal Poetry*

Page 282 – K-12 Project WILD guide

**Haiku**: Three lines - 17 syllables

5 syllables

7 syllables

5 syllables

**Cinquain**: 5 lines-based on the number of syllables or words

- the title in two syllables or words
- a description of the title in four syllables or words
- a description of action in six syllables or words
- a description of feeling in eight syllables or words
- another word for the title in two syllables or words

**Diamante**: In the shape of a diamond to show growth or movement from one extreme to another

noun

adjective adjective

participle participle participle

noun noun noun noun

participle participle participle

adjective adjective

noun

**Other forms**: Free verse; rhyme; prose



Share your poem with the other participants.  
Be sure to include how you would use this activity with your students.



# TASK CARD Rotation Activity #8, *My Kingdom for a Shelter*

Project WILD K-12 Guide page 28

All wildlife species need shelter as part of their habitat. Some species have several shelters; a rabbit may have a location they can quickly escape under while being chased by a fox and another shelter that protects it from the weather.

Choose an animal that may live on the park or school grounds. Look for locations that will provide shelter for your chosen species during the day. Locate a **“resting”** shelter, a **“quick escape shelter”**, a **“nesting”** shelter and an **“inclement weather”** shelter.

If your species builds its own shelter, look around for suitable building materials and construct a model shelter for your animal.

If the park or schoolyard doesn't have possible shelters for wildlife, think of ways you could improve the area so that wildlife could live on the school grounds.



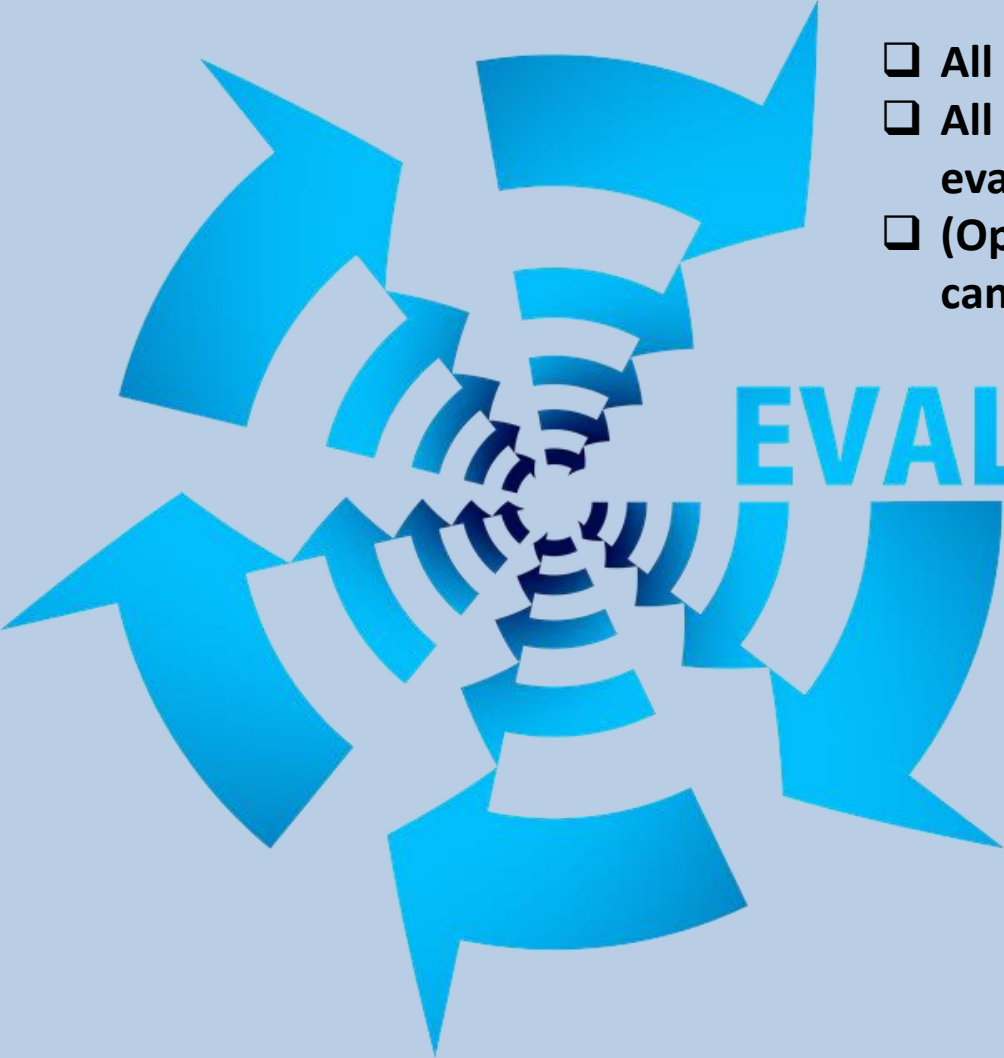
Share this activity with the other workshop participants by showing them the shelters you have found. Be sure to include how you would use this activity with your students.



# Questions and Final Comments

<http://ocean.floridamarine.org/wma/entrances/>



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- ☐ All participants must sign in
  - ☐ All participants must complete an evaluation form
  - ☐ (Optional) Contact information so that we can keep in touch. Get more WILD!

# EVALUATION

Time



**Door prizes, Give-a-ways, Graduation: Issue certificates**



# Stay WILD,

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Like FLProjectWILD!





For more information about the Florida Recreation and Park Association visit [www.frpa.org](http://www.frpa.org).