

# WILDLIFE RESOURCE LEADER'S GUIDE

## OBJECTIVES:

Students will –

- Collect data on the wildlife on your property by looking for and recognizing “signs.”
- Learn how to use a field guide to identify animal sign.
- Be able to list three rules from the Oregon Forest Practices Act that protect wildlife habitat.
- Understand how wildlife biologists use the evidence of wildlife to evaluate the species, numbers and condition of wildlife in an area.

## GENERAL DIRECTIONS:

The wildlife station is divided into two substations. Group 1 will work at the ID tables and Group 2 will do the Wildlife Survey. At the halfway point, the groups switch places. Group 1 also switches places at the wildlife ID Tables at half time.

## ACTIVITY FOR WILDLIFE ID TABLES:

There are four types of IDs at this station — tracks, scat, bird nests and owl pellets. Divide the group in two and then in two again (4 groups) (Example: 16 students, 4/4 work on tracks/scat, 4/4 work on bird nests/owl pellets)

Halfway through have students switch within their group (‘tracks’ now do ‘scat,’ ‘bird nests’ now do ‘owl pellets.’)

Have students use the guides and keys to identify wildlife “signs.” Save a little time at the end for students to share what clues and deductions they used in identification. Use leading questions to help students form deductions, i.e., some paw tracks have claws and some don't, or why wouldn't the claws make a print? Do you know of an animal that can retract their claws? What kind of wild animals are cat-like?

## ACTIVITY FOR WILDLIFE SURVEY:

A wildlife survey trail will be established for each different property. Students should record animals and evidence they find on their inventory sheets.

- Discuss what wildlife biologists can determine about an animal from its scat, including its sex, pregnancy, parasites, diet, disease, etc. Also consider why it wouldn't be wolf, with some discussion about the ESA and management decisions, as well as addressing animal tracking with radio collars as a tool to examine patterns and habitat.
- Next have students listen for birds and try to discern how many types they can hear. Talk about how some wildlife biologists learn birdcalls to be able to elicit a response. (There is a tape recorder with a spotted owl call.)
- Go on the trail to discover other signs of animals, tracks, holes in trees, burrows, more scat, evidence of foraging. Point out the importance of snags and downed logs to wildlife habitat. Talk about the FPA rules of 2 live trees, 2 snags and 2 downed logs to be left after harvest. Also talk about how riparian buffers are used by wildlife as well as fish. Talk about some things landowners can do to improve wildlife habitat, ponds, snags, and birdhouses.

# WILDLIFE RESOURCE STUDENT DATA SHEET, PAGE 3

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## LIST OF EVIDENCE FOUND:

*(possible answers in italics)*

<u>ANIMAL</u>	<u>EVIDENCE</u>
Coyote	<i>scat</i>
Woodpecker	<i>hole in tree</i>
3 different birds	<i>calls</i>
small rodents	<i>burrows in ground</i>

- What does “2-2-2” mean in terms of the Forest Practices Act rules to protect wildlife?  
*After harvest you must leave 2 live trees, 2 snags and 2 downed logs per acre.*
- List three things you could learn about an animal from analyzing its scat:  
*Sex, pregnant, parasites, diseases, what they have been eating*
- Name three different ways wildlife biologists “look” for wildlife:  
*Listening for sounds, tracks, scat, tracking with radio equipment, seeing feeding and behavior signs. ie bears eating bark, deer rubbing antlers, sapsuckers making rows of holes in trees*