



# Alphabetical Listing of Activities

- A DIRE DIET** ..... 361  
*Search for food as different animals in a food chain to analyze possible consequences of pesticide accumulation in the environment.*
- A HOME AWAY FROM HOME** ..... 222  
*Design a zoo habitat that provides all the necessary elements for a polar bear to survive in Phoenix.*
- A PICTURE IS WORTH A THOUSAND WORDS** ..... 463  
*Analyze pictures over time to explore how scientific knowledge and technological advancements change attitudes toward wildlife.*
- ADAPTATION ARTISTRY** ..... 206  
*Design and construct your own bird and describe your creation's adaptations and habitat.*
- ANIMAL CHARADES** ..... 337  
*Play a guessing game to depict and identify different characteristics of wild and domesticated animals.*
- ANIMAL POETRY** ..... 339  
*Look to wildlife as inspiration for poetry writing.*
- ANTS ON A TWIG** ..... 105  
*Observe ant behavior, then model ant movement and communication.*
- BACK FROM THE BRINK** ..... 414  
*Read about the American alligator, black-footed ferret, and gray wolf and examine issues related to the decline and recovery of threatened and endangered species.*
- BAT BLITZ** ..... 135  
*Simulate bats feeding on insects and perform calculations to learn about one of the roles bats play in an ecosystem.*
- BIRD SONG SURVEY** ..... 459  
*Identify and inventory the local bird population.*
- BIRDS OF PREY** ..... 184  
*Interpret data on wildlife populations and climate to recognize the interdependence of a healthy, functioning ecosystem.*
- BOTTLENECK GENES** ..... 268  
*Using a bottle, colored beads, and environmental scenario cards, investigate how genetic diversity within a population affects a species' ability to adapt and survive.*
- BUSY BEES, BUSY BLOOMS** ..... 111  
*Learn the process of pollination by acting as a bee or flower as pollen and nectar are exchanged.*
- CAREER CRITTERS** ..... 433  
*Examine ecological niches by matching "Critter Cards" to environmental problems in a local community; evaluate the potential contributions of an organism to help control a given problem.*
- CARRYING CAPACITY** ..... 55  
*Participate in a relay to see how food abundance or scarcity affects the carrying capacity of an ecosystem.*
- CHANGING THE LAND** ..... 395  
*Interpret student-page maps and scenarios to evaluate how habitat fragmentation affects wildlife, then compare and contrast aerial photographs to consider how changes in land use affect ecosystems.*
- CHECKS AND BALANCES** ..... 448  
*Acting as wildlife managers, play a card game and perform calculations to understand factors affecting a herd of animals.*
- COLOR CRAZY** ..... 8  
*Create representations of wild animals designed to visually blend into or stand out in their habitats, then discuss coloration as an adaptation for survival.*
- DEER DILEMMA** ..... 481  
*Consider and advocate for varying opinions on how an abundant deer population should be managed during a simulated commission meeting.*
- DOES WILDLIFE SELL?** ..... 294  
*Evaluate the uses and impacts of responses evoked by nature-based advertisements.*
- DROPPING IN ON DEER** ..... 475  
*Estimate the population density of deer in a given area by counting deer pellet groups.*
- ECO-ENRICHERS** ..... 177  
*Design and conduct an experiment to investigate soil types and organisms found in soil.*
- ECOSYSTEM ARCHITECTS** ..... 260  
*Design an ecosystem restoration project to improve habitat and biodiversity in a fictional scenario.*
- ENVIRONMENTAL BAROMETER** ..... 158  
*Plan an investigation of biotic and abiotic elements in an area to consider relationships between environmental factors and the presence or absence of wildlife.*
- FABLED FAUNA** ..... 281  
*Read and watch stories about real and imaginary animals and explain how different representations can influence people's feelings about animals.*
- FIRE ECOLOGIES** ..... 233  
*Carry out an investigation of burned and unburned habitat areas to evaluate the positive and negative effects fire has on wildlife and habitat.*
- FIRST IMPRESSIONS** ..... 278  
*Respond to images of different animals and consider why people feel the way they do about those animals.*



<b>FOOD FOOTPRINT</b> . . . . .	<b>375</b>	<b>MIGRATION BARRIERS</b> . . . . .	<b>455</b>
<i>Construct a flow diagram to trace the origins of food sources, consider impacts of production, and recommend improvements.</i>		<i>Using a real-life example, make recommendations based on the consequences of developing a highway through a deer migration path.</i>	
<b>FOREST IN A JAR</b> . . . . .	<b>218</b>	<b>MONARCH MARATHON</b> . . . . .	<b>18</b>
<i>Conduct a simple investigation using a jar, soil, water, seeds, and a plant to explain the process of ecological succession.</i>		<i>Students simulate the multi-Generational monarch butterfly migration and experience the limiting factors affecting monarch survival.</i>	
<b>GOOD BUDDIES</b> . . . . .	<b>128</b>	<b>MUSEUM SEARCH FOR WILDLIFE</b> . . . . .	<b>284</b>
<i>Play a card game to understand symbiotic relationships within an ecosystem.</i>		<i>View a variety of artwork to see how wildlife is presented in cultural art forms.</i>	
<b>GRAPHANANIMAL</b> . . . . .	<b>61</b>	<b>MUSKOX MANEUVERS</b> . . . . .	<b>209</b>
<i>Tally and graph the diversity of animals on a nature walk to compare different environments.</i>		<i>Simulate adaptations in predator and prey relationships in a game of “flag tag.”</i>	
<b>HABICACHE</b> . . . . .	<b>123</b>	<b>MY KINGDOM FOR A SHELTER</b> . . . . .	<b>70</b>
<i>Map evidence of wildlife and key habitat components using handheld devices with GPS to draw conclusions about the habitat needs of wildlife and humans.</i>		<i>Create a model of an animal shelter.</i>	
<b>HABITAT CIRCLES</b> . . . . .	<b>78</b>	<b>NATURAL DILEMMAS</b> . . . . .	<b>297</b>
<i>Physically form an interconnected circle to demonstrate the interdependence of habitat components.</i>		<i>Read hypothetical dilemmas concerning wildlife and the environment, and discuss different courses of action based on one’s values and beliefs.</i>	
<b>HABITAT HEROES</b> . . . . .	<b>499</b>	<b>NATURE IN ART</b> . . . . .	<b>343</b>
<i>Take action in your community by designing and completing a habitat improvement project.</i>		<i>Observe, draw, and photograph wildlife to recognize how wildlife inspires art and inquiry.</i>	
<b>HERE TODAY, GONE TOMORROW</b> . . . . .	<b>251</b>	<b>NO WATER OFF A DUCK’S BACK</b> . . . . .	<b>353</b>
<i>Identify reasons that wildlife become vulnerable to extinction, and assess the vulnerability of various species.</i>		<i>Conduct an investigation to examine ways that oil spills can negatively affect birds.</i>	
<b>INSECT INSPECTION</b> . . . . .	<b>2</b>	<b>OH DEER!</b> . . . . .	<b>42</b>
<i>Ask an investigative question related to insects, then collect and explore insects to find out more.</i>		<i>Students become deer and habitat components in a physical activity that demonstrates population fluctuations, carrying capacity, and limiting factors.</i>	
<b>INTERVIEW A SPIDER</b> . . . . .	<b>15</b>	<b>OWL PELLETS</b> . . . . .	<b>146</b>
<i>Research and interview native wildlife species in a mock web talk show.</i>		<i>Examine owl pellets, reconstruct prey skeletons, and draw a food chain based on the contents.</i>	
<b>KEEPING COOL</b> . . . . .	<b>200</b>	<b>PAY TO PLAY</b> . . . . .	<b>309</b>
<i>Use thermometers in an investigation to explore how reptiles adapt to temperature changes.</i>		<i>Play a board game to investigate the requirements and consequences of consumptive and nonconsumptive uses of wildlife and natural resources.</i>	
<b>LEARNING TO LOOK, LOOKING TO SEE</b> . . . . .	<b>334</b>	<b>PHENOLOGY AT PLAY</b> . . . . .	<b>167</b>
<i>Distinguish between casual and detailed observation as you describe your surroundings first from memory and then from focused observation.</i>		<i>Perform skits and graph data to understand effects of climate change on phenology and a migratory bird population.</i>	
<b>LET’S TALK TURKEY</b> . . . . .	<b>322</b>	<b>POWER OF A SONG</b> . . . . .	<b>288</b>
<i>Using background information cards, construct a timeline chronicling societies’ historical use of the wild turkey.</i>		<i>Interpret some influences of popular music on environmental attitudes.</i>	
<b>LIGHTS OUT!</b> . . . . .	<b>366</b>	<b>QUICK-FROZEN CRITTERS</b> . . . . .	<b>214</b>
<i>Learn about light pollution and its impacts, and design an action plan to reduce light pollution in your community.</i>		<i>Learn the importance of predator and prey adaptations in this version of “freeze tag.”</i>	
<b>LIMITING FACTORS: HOW MANY BEARS?</b> . . . . .	<b>26</b>	<b>RAINDROPS AND RANGES</b> . . . . .	<b>99</b>
<i>Simulate bears gathering habitat components to determine limiting factors for the given population.</i>		<i>Create digital maps to explore interrelationships among rainfall, vegetation, and wildlife species.</i>	
<b>MAP THAT HABITAT</b> . . . . .	<b>73</b>		
<i>Create a map to identify the location of the components of an animal’s habitat.</i>			



<b>SEED NEED</b> .....	<b>117</b>	<b>WATER MILEAGE</b> .....	<b>226</b>
<i>Sort seeds based on dispersal method, and act as wildlife in a simulation to demonstrate seed dispersal.</i>		<i>Perform calculations to understand how adaptations enable animals to survive in harsh environments.</i>	
<b>SMOKEY BEAR SAID WHAT?</b> .....	<b>357</b>	<b>WHAT BEAR GOES WHERE?</b> .....	<b>195</b>
<i>Create a mural to illustrate an ecosystem before, during, and after a fire.</i>		<i>Create posters of three different bear habitats to illustrate that animals have adapted in order to live where they do.</i>	
<b>SURPRISE TERRARIUM</b> .....	<b>189</b>	<b>WHAT YOU WEAR IS WHAT THEY WERE</b> .....	<b>304</b>
<i>Make observations of live animals to learn about camouflage and adaptations that help animals survive.</i>		<i>Describe materials that humans have used for clothing, and consider the impact on wildlife and the environment. Construct and decorate a coat out of paper to represent different types of clothing materials used.</i>	
<b>SUSTAINABILITY: THEN, NOW, LATER</b> .....	<b>491</b>	<b>WHAT'S THAT, HABITAT?</b> .....	<b>65</b>
<i>Explore the concept of sustainability through an active simulation, then analyze first-person narratives reflecting the lifestyles of various time periods.</i>		<i>Sort daily items into categories of "wants" and "needs" to examine what humans and wildlife need to survive.</i>	
<b>THE POWER OF PLANNING</b> .....	<b>382</b>	<b>WHAT'S WILD?</b> .....	<b>12</b>
<i>Create a concept map to evaluate various energy sources, then advocate for an assigned form of energy production during a simulated city council meeting.</i>		<i>Identify, classify, and make collages of wild versus domesticated animals.</i>	
<b>THICKET GAME</b> .....	<b>193</b>	<b>WHICH NICHE?</b> .....	<b>82</b>
<i>Learn about the importance of adaptations in a predator and prey version of "hide and seek."</i>		<i>Read ecosystem cards to identify and compare species' niches; then go outside to make observations of wildlife and various niches they fill.</i>	
<b>TIME LAPSE</b> .....	<b>239</b>	<b>WILD BILL'S FATE</b> .....	<b>328</b>
<i>Create a diagram that depicts changes in species diversity as an ecosystem undergoes succession.</i>		<i>Investigate pending legislation and explore the legislative process that affects wildlife.</i>	
<b>TO ZONE OR NOT TO ZONE</b> .....	<b>388</b>	<b>WILD WORDS</b> .....	<b>51</b>
<i>Simulate a county commission meeting to understand the complexities of land-use planning and decision making.</i>		<i>Create your own nature journal and analyze writings of well-known naturalists.</i>	
<b>TRACKS!</b> .....	<b>36</b>	<b>WILDLIFE AND THE ENVIRONMENT: COMMUNITY SURVEY</b> .....	<b>346</b>
<i>Search for and identify wildlife tracks, then make plaster casts of tracks.</i>		<i>Design and conduct a survey to determine views community members hold on issues relating to natural resources.</i>	
<b>TROPHIC TRANSFER</b> .....	<b>151</b>	<b>WILDLIFE SYMBOLS</b> .....	<b>291</b>
<i>Work together as an increasingly complex assembly line to model organic production and energy loss at different trophic levels in an ecosystem.</i>		<i>Find examples of wildlife used in official symbols, research their significance, and communicate your findings.</i>	
<b>TURKEY TALLIES</b> .....	<b>426</b>	<b>WORLD TRAVELERS</b> .....	<b>404</b>
<i>Compute and graph turkey population data over time to distinguish between exponential and linear growth and to examine how limiting factors affect population growth.</i>		<i>Plan and carry out an investigation in your schoolyard to identify native and nonnative plant populations, examining the positive and negative effects of their presence.</i>	
<b>URBAN NATURE SEARCH</b> .....	<b>94</b>		
<i>Go on a scavenger hunt to observe and record different types of wildlife and habitat features in your schoolyard.</i>			

