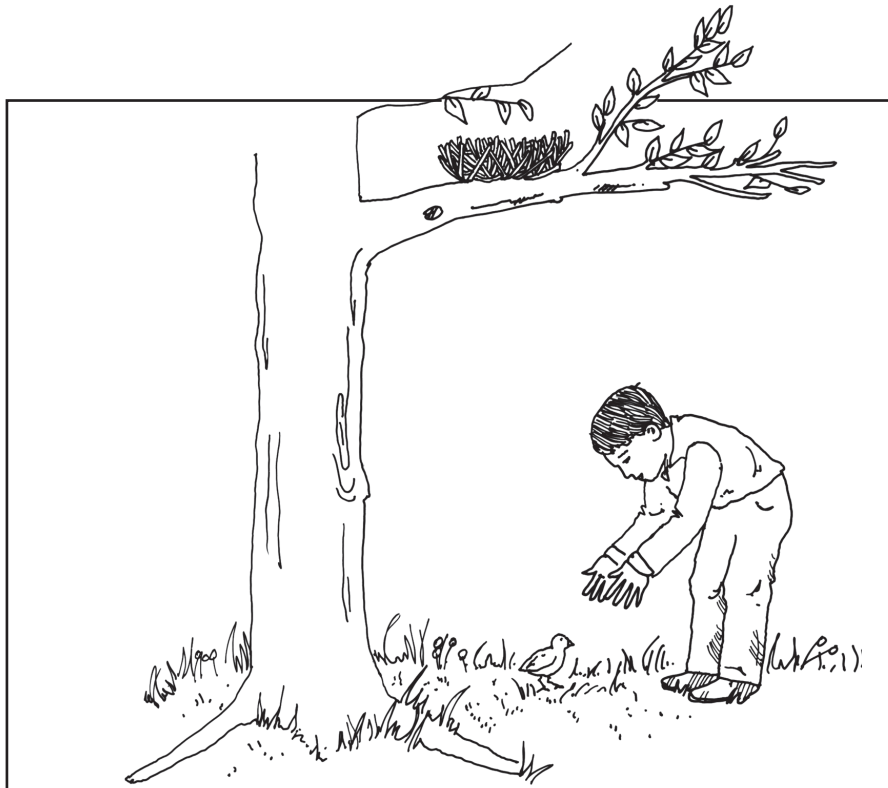


Humans and Wildlife



Section 5 Wetland Activities WETLANDS IN A CHANGING WORLD

Grade Level: 2 – 4

State Standards: Art A-1, A-5;
English/LA A-4, A-6, B-1,
B-2, B-3; Geography E-1, E-5;
Government C-2.

Subjects: social studies, science,
language arts, art

Skills: analysis, description,
discussion, drawing,
evaluation, generalization,
problem-solving, group
cooperation, synthesis

Duration: one or two 20-40
minute periods

Group Size: any

Setting: indoors or outdoors

Vocabulary: harm, wildlife

Objectives:

Students will:

1. Generate a list of activities that can help or harm wildlife.
2. Discuss reasons why harmful activities are inappropriate.

Teaching Strategy

Students will brainstorm activities that are helpful or harmful to wildlife; then, they will break into small groups and use cards to discuss and classify different actions.

Materials:

Art materials to make discussion cards including crayons, construction paper, photos from magazines

Background:

See **INSIGHTS Section 3, Wetlands in a Changing World** and **Section 4, Wetlands Policy and Management**

“Developing Alaska – A Wetlands Challenge” and “New Strategies in Wetland Conservation and Management” fact sheets.

Procedure

1. Ask students to help you brainstorm a list of activities that people do in wetlands. For each activity, ask students whether the activity might help, harm or have no effect on the local wildlife.

Examples of helpful activities, or activities that do not harm wildlife might be:

- Leaving bird nests alone.
- Keeping dogs on leashes when walking in the wetlands so they won't scare birds.
- Putting up nest boxes for owls or swallows.
- Walking quietly through wetlands to avoid scaring wildlife.
- Creating board walks to minimize bank erosion and soil compaction.
- Berry picking.
- Hunting and fishing following regulations.



- Following established ATV trails.
- Giving money to conservation agencies that purchase wetlands.

Some examples of harmful activities might be:

- Hunting birds or gathering eggs out of season
- Driving vehicles (cars, four wheelers, other ATVs, airboats) on wetlands.
- Littering, especially with plastic, which animals might swallow.
- Picking up baby wild animals.
- Chasing or scaring animals.
- Building a road or airport that requires the filling in of a bird nesting area with gravel.
- Dumping oil into a wetland.
- Removing plants from their environment.
- Not following hunting or fishing regulations.
- Using lead shot when it's illegal to do so.

2. Have students use cut-out photos or drawings to make these activities into cards with pictures and describing what is happening (or the teacher can prepare cards in advance, laminate, and use again).

3. Collect the cards. Divide the class into groups. Hand out one or more of the cards to each group. Ask them to discuss:

- a. What is happening?
- b. Does it help, harm or have no effect on wildlife? How?

4. Have the groups communicate to other groups. Ask each group to report to everyone else their feelings concerning what is happening in the picture and any alternatives they identified which would not harm wildlife. Older students can dramatize their alternatives with skits, “commercials,” songs, poems, etc.

Credits

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WILD. The complete Project WILD and Project WILD Aquatic Activity Guides can be obtained by attending a Project WILD workshop. For information on how to take a Project WILD workshop in Alaska, please contact the Alaska Department of Fish and Game at (907) 267-2216.

Extensions

1. Discuss whether some human activities that may be harmful to wildlife can help people (examples: building a hospital on a gravel fill pad in a wetland where birds nest, building a road to a school across wetlands when there is no other alternative).

2. Ask the students to draw a picture of things they know about or have seen happen that would hurt wild plants or animals. Ask them to describe what is happening in their drawing and what could happen that would not be harmful.

3. Invite local city or village officials or agency personnel to visit your class and discuss issues relating to local wetlands. (E.g. airport expansion, a second channel crossing, landfill seepage, dogs off leashes etc.).

Curriculum Connections

(See Appendix for full citations):

Books:

Wetlands (Finlayson and Moser 1991).

Wetlands (Stone 2004).

