

Living With Wildlife With Shy Wolf Sanctuary



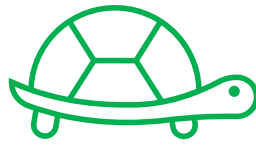
**What
wild-
life
lives
here?**

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**Shy Wolf Sanctuary
Education and Experience Center
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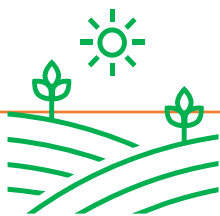


Living With Wildlife



Standards

- **SC.4.L.16.4 Recognize e ways plants and animals, including humans, can impact the environment**
- **ESC.2.L 17. 2 Explain that although characteristics of plants and animals are inherited, some characteristics can be affected by the environment**
- **SC.5.L.15.1 Describe how, when the environment changes, differences between individuals allow some plants and animals to survive and reproduce while others die or move to new locations.**



GOAL:

Students will identify wildlife in Florida

Students will create a product that educates an audience about safely living with wildlife in FL

In this lesson students will verbalize what wildlife share the state of Florida with us.

Students will understand how humans impact these animals.

Students will develop a product communicating how humans can coexist safely with these animals and protect the animal's habitat.

Included Resources:

Video link: <https://youtu.be/H3dAxYO-WQM>

Teacher instructions and presentation

Vocabulary

Resource and Work Pages, Assessment Pages

Differentiation:

Wildlife activities may be completed as demonstrations or may be assigned as cooperative group activities.

Teacher might assign a paragraph written summary after the lesson, have students pair and share, or have students record a FlipGrid video recounting their recommendations for living with wildlife.

Resources Needed:

Pens or pencils, notes pages, internet access for video and lesson viewing

Time Required: 45 minutes concept presentation

45 minutes final product creation.

"TO HEAL HEARTS AND MINDS THROUGH RESCUE, SANCTUARY, AND EDUCATION."

Engage	Begin by asking students what animals they have seen in their neighborhoods
Explore	Use links in presentation to watch video on local wildlife. Discuss animal encounters. Ask students to give their own examples.
Explain	Use presentation to review and discuss concepts.
Expand	Using the information they have learned students will design a product that educates an audience of their choice about living with wildlife in Florida.
Evaluate	Students check their understanding through Pair and Share or Final Product.

Procedure Summary

Using presentation:

Introduce wildlife in Florida. Discuss what animals students may have encountered.

Were these positive or negative experiences? How did the impact the animal?

Review vocabulary concepts.

Show Shy Wolf Video (link above and in Presentation)

Reinforce the key ideas of how to live safely with wildlife.

Introduce Activities

Select activities ahead of time and have any necessary supplies available.

Assign students to partners.

Discuss with students how they will be assessed at the end of activities.

What will their final product be? How will they use it to teach about Living

With Wildlife? What audience will they be teaching?



Student Resource Pages

Vocabulary:

- **Ecosystem** - a community or group of living organisms that live in and interact with each other in a specific environment
 - **Keystone Species** - a species on which other species in an ecosystem largely depend, such that if it were removed the ecosystem would change drastically.
 - **Carnivore** - animals that mainly eat other animals. Includes sharks, hawks, and spiders.
 - **Omnivore** – an animal or person that eats food of both plant and animal origin.
 - **Opportunistic Feeder**- An animal that will consume foods outside of their primary dietary category as needed and able.
 - **Predator** - an animal that naturally preys on others.
 - **Adaptable**- Able to be modified for a new use or purpose.
 - **Native** - An original or inhabitant. Something that lives in a particular location.
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Concepts:

- We share our Florida environment with many different wildlife, some of whom can be dangerous.
- Florida wildlife can and should be protected.
- Humans have impacted native wildlife by encroaching on their habitats, hunting, destroying food supply
- Humans can use a number of strategies to live safely alongside many types of wildlife.

Culmination Activity

There have been an increase in numbers of coyotes and panthers being killed intentionally in Florida. A Florida Wildlife Officer believes it is because people do not know how to live alongside these animals safely. She has asked your class to help her teach other students, and their parents, about how to live safely with wildlife in Florida.

1. Choose a product to use to teach others. This might be a Flipgrid Video, a poster, or a flyer.
2. You should use visuals (including pictures and illustrations).
3. You should be sure to clearly communicate the risks of wildlife and the strategies that can be used to minimize these risks.
4. Do some research of your own and come up with at least one new idea that was not covered in this lesson.

Rubric

Content 33 pts	Clearly communicates the kinds of wildlife and how to live with them 33	Presents the message, not completely understood 20	Does not communicate the information in a clear way 12	
Creativity 33 pts	Product is creative, interesting and attracts the viewer 33	Product has some creativity 20	Product is not creative 12	
Illustrations & Images 33 pts	Includes effective illustrations and images 33	Has some images and illustrations 20	Does not include images or illustrations or images are a distraction 12	

Compare and Contrast

Use the spaces below to draw two pictures of your home. In one picture draw items that would attract wildlife or present risk to native animals. In the second picture draw a home that has prevention and animal safety strategies in place.



Notes

Some of the wildlife that we live with in Florida include:

Gopher tortoise:

- _____ – eats plants and insects
- Rarely drinks _____
- _____ – provides habitat to 360 other species

_____ - all of the living things in a given area interacting with each other and their non-living environment

Legal Status (State Designated _____)

What do I do if I encounter one?

Bobcat

- Lives in _____ from southern Canada to the middle of Mexico
- Hunt animals up to 8 times their size
- _____ - a consumer that eats only other animals

How do you know it's a bobcat?

FWC Legal Status – Native Species (_____)

How do I deter a bobcat?

Alligator

- Live from southeast Oklahoma and east Texas to North Carolina and Florida in the east. They prefer _____, rivers and _____.
- _____ feeders – eats what is available.
- Baby alligators eat insects, amphibians, small fish, and other invertebrates. Adults eat snakes, fish, turtles, birds, and small mammals

What do I do if I encounter one?

Notes

Coyote

- Once only lived in the _____ and deserts of North America.
- Today lives in forests, _____, farmlands, suburbs, even cities.
- Now classified as _____ in Florida & can be released
- Omnivores: Eat _____
- _____ eaters
- Can live alone, in mated pairs, or in a pack
- Use _____ hunting strategies
- _____ and smart
- Have a tolerance for humans

How can we coexist with coyotes?

Florida Panther

- A _____ of the puma that only lives in Florida
- Cat with the most names: cougar, mountain lion, panther, puma, painter, screamer, Nittany lion
- Critically _____
- Largest cat that can purr
- Always tan NEVER _____
- In the 1980s only 20-30 panthers were left in the wild
- Today: _____ wild panthers exist
- Each one needs 200 square miles to roam

To successfully live near panthers we should...

Raccoon

- One of the most intelligent Florida mammals
- Love to play in trash cans & feeders
- Considered a rabies-vector species

Tips for living with raccoons:

Notes

Skunks

- Can spray you from _____ away
- Chief predator is the _____
- Usually active at _____
- Attracted by _____ commonly in lawns, fruit trees, gardens or where food scraps are kept
- Considered a _____ species
- Live in brush piles, wood piles & areas with high grass
- Live 8-10 years in _____

To deter a skunk: