

Teacher's Guide

Wildlife Education Program

Elementary level
Grade 6



Wildlife and you!

with wildlife protection
officers

Québec 



Writing and publishing
Ministère des Ressources naturelles et de la Faune

Legal Deposit
Bibliothèque nationale du Québec - 2009
National Library of Canada - 2009
ISBN (PDF) 978-2-550-57345-6
ISBN (printed version) 978-2-550-57344-9

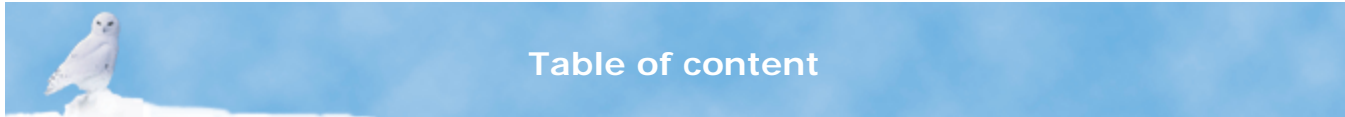


Table of content

Introduction	4
Program goals and objectives	5
Links with the Quebec Education Program	6
Preparatory Activities	
1. Wildlife, a Renewable Natural Resource (optional)	7
2. Wildlife, a Renewable Natural Resource that I use (mandatory)	8
3. Wildlife, a Renewable Natural Resource under certain conditions (mandatory)	9
Classroom Visit	10
Final Activity (optional)	11
Reminder sheet	12
Contest	13
Teacher's Evaluation Form	14
Visit our website	16
Worksheets	
1. Wildlife, a Renewable Natural Resource	18
2. Wildlife, a Renewable Natural Resource that I use	20
3. Wildlife, a Renewable Natural Resource under certain conditions	21
4. Follow up sheet	22
To take part	23



Introduction

Wildlife protection officers have three main tasks: protection, education, and prevention. One of their chief missions is to educate the public about the rational and sustainable use of wildlife and its habitats.

In this capacity, wildlife protection officers are proposing the “Wildlife and you” program. It will allow your students to reflect on the conditions necessary for the renewal of the wildlife resource.

The achievement of this program’s objectives depends on your invaluable cooperation. Indeed, you will be entrusted with two important phases of the program, namely the preparatory activity and the evaluation.

To facilitate your task, this document provides the information required to organize and host the activities.

Thank you for your cooperation!



Program goals and objectives

Bring participants to understand that wildlife, as a renewable natural resource, must benefit from favourable conditions to maintain its populations at acceptable levels.

The activities of this program should enable students to understand:

- that wildlife is a renewable natural resource;
- that certain conditions are essential for its renewal;
- that a good quality habitat is important for wildlife;
- that there are rules to protect wildlife and its habitats;
- that students can act to ensure the sustainability of wildlife.

Following the visit by the officer, students should be capable of:

- defining what wildlife is;
- defining what a renewable natural resource is;
- identifying certain natural resources;
- distinguishing renewable natural resources from non-renewable ones;
- naming a few activities related to the exploitation of these resources;
- explaining in their own words the effects of these activities on wildlife;
- describing certain uses that humans make of wildlife;
- explaining the consequences of the destruction of habitats on wildlife;
- explaining the consequences of abusive harvesting on wildlife;
- identifying the two essential conditions allowing the renewal of wildlife;
- explaining in their own words the role of a wildlife protection officer;
- understanding that the choices that they make can have an influence on the renewal of wildlife.



Links with the Quebec Education Program

The “Wildlife and you” program adheres to the main orientations and the aims of the Quebec Education Program. The broad areas of learning concerned by the program are mainly: Environmental Awareness and Consumer Rights and Responsibilities as well as Citizenship and Community Life.

Students will have the opportunity to exercise at one time or another any one of the following cross-curricular competencies:

- To use information;
- To solve problems;
- To exercise critical judgment;
- To use creativity;
- To adopt effective work methods;
- To use information and communication technologies (ICT);
- To achieve their potential;
- To cooperate with others;
- To communicate appropriately.

The information found in the activities falls under several areas of learning, namely:

- Languages (English);
- Mathematics, Science and Technology;
- Social Sciences (geography, history and citizenship education);
- Personal Development;
- Arts Education (visual arts).



WILDLIFE, A RENEWABLE NATURAL RESOURCE

PREPARATORY ACTIVITY 1 (optional)

Distinguishing renewable natural resources from non-renewable ones.



PREPARATION OF LEARNING

Announce the visit of the officer who is going to present to students the “Wildlife and you” program. Indicate that the following activity is an essential preparation for this visit.

Ask students the following questions and hold a discussion with them to find out their conceptions:

What is a natural resource?

A natural resource is an element that is found in its natural state and that can be used by humans to meet their needs.

What is a renewable natural resource?

A resource is said to be renewable when its presence is ensured over time. Animals and plants can reproduce. As for water, the water cycle allows this element to renew itself. Give examples.

What is a non-renewable natural resource?

A resource is said to be non-renewable when this resource does not regenerate itself (such as hydrocarbons – oil, natural gas) or only regenerates itself after a very long period of time (such as peat). These resources can be exhausted. Their presence over time is not ensured.

Although wildlife is a renewable resource, humans must take steps to make sure that wildlife is able to renew itself. A renewable resource can be used in a non-renewable manner.



ACHIEVEMENT

Print and distribute page 18 to each student.

The activity consists of distinguishing renewable natural resources from non renewable ones. The illustrations may represent the actual resources or they may show products that have been made from these resources. Students must then determine if this product comes from a renewable resource or a non renewable resource.



INTEGRATION AND REINVESTMENT

Ask students to share their answers.

Which natural resources do young people use at home, at school?

Which resources do we use most, renewable or non-renewable resources?

REFERENCES:

www.statcan.ca/english/kits/hae2000/canrs1.htm



WILDLIFE, A RENEWABLE NATURAL RESOURCE that I use

PREPARATORY ACTIVITY 2 (mandatory)

Discovering the various activities related to wildlife.



PREPARATION OF LEARNING

Ask students: **“What is Wildlife?”**

Will students distinguish between wild animals and domestic animals in their representation of wildlife? What type of relations do they have with wildlife?

Generally, two types of wildlife-related activities are recognized: harvesting activities and non harvesting activities. Hunting, fishing and trapping are examples of harvesting activities.

Artists use wildlife as an inspiration for their works. Animals are represented in sculptures, paintings, prints and photographs. In a way, animals are used, but without resorting to harvesting.

Are the same activities practiced with domestic animals? Horseback riding is a recreational activity that many people enjoy. Dogs are also used by hunters to retrieve ducks.



ACHIEVEMENT

Invite young people to discover the works of other students.

See the perceptions of wildlife that young people in other regions of Québec have by visiting the drawing gallery at the following address:

<http://education.mrnf.gouv.qc.ca/chronique/capsule/galerie-dessins-faune-vous-90.html>.

You can also visit the drawing gallery of Nunavik students at:

<http://education.mrnf.gouv.qc.ca/chronique/capsule/galerie-dessins-nunavik-94.html>.

Print and distribute page 20 to each student.

Ask students to illustrate a scene that represents a form of wildlife use by humans. This work may be done in class, at home or during the visual arts course.

Ask students to give a title to their drawing; post the drawings in the classroom for the visit by the officer. He will pay special attention to the various representations of wildlife and its use, as illustrated by the students.



INTEGRATION AND REINVESTMENT

The officer will go over the drawings during the classroom visit.

Following the visit by the officer, send us some drawings in **JPG or GIF format (maximum 300 Kb)**. That way, we will be able to post them on our Website.

Send to: diane.ostiguy@mrnf.gouv.qc.ca

REFERENCES:

Chapters 1 and 3 of the Recueil de renseignements vulgarisés sur la ressource faunique (in French): www.mrnf.gouv.qc.ca/fr/ressource-faunique.



WILDLIFE, A RENEWABLE NATURAL RESOURCE under certain conditions

PREPARATORY ACTIVITY 3 (mandatory)

Identifying the two essential conditions allow the renewal of wildlife.

PREPARATION OF LEARNING

Ask students the following questions and hold a discussion with them.

If an animal species is unable to renew itself, what will happen to this species?

It will disappear.

Do you know which animal species have disappeared from Québec, from Canada, from elsewhere in the world?

Make a list on the board.

What are the main causes of disappearance, the threats facing wildlife?

To find the answers to these questions, see:

www.mrnf.gouv.qc.ca/fr/parc-faunique/portees-disparues (in French)

ACHIEVEMENT

Print and distribute page 21 to each student.

The activity consists of making hypotheses about the essential conditions that must be met to ensure the renewal of the wildlife resource.

The last part of the activity (conclusion) will be completed during the visit by the officer.

INTEGRATION AND REINVESTMENT

Do research on species that have disappeared.

To familiarize the students with the vocabulary to be used by the officer during his visit, make them do the word game Crossquiz – Wildlife and you that you will find at this address:

www.mrnf.gouv.qc.ca/en/wildlife-and-you/crossquiz.

REFERENCES:

www.mrnf.gouv.qc.ca/faune/especes/menacees/index.jsp (in French)

Chapter 5 of the Recueil de renseignements vulgarisés sur la ressource faunique (in French):

www.mrnf.gouv.qc.ca/fr/ressource-faunique.

The answers to preparatory activity 3 will be presented by the officer during the classroom visit.

What must be done to ensure that wildlife will always be present?

It is necessary to: Preserve habitats.

It is necessary to: Control harvesting by complying with the regulations.



Classroom Visit

Hosting by the wildlife protection officer

The teacher's presence is required.

Duration

2 periods or 90 minutes.

Location

In the classroom.

Teaching techniques

Visual aids, directed questions, moral questioning.

Description

Since the wildlife protection officer will be hosting this activity, the teacher does not need to know all the details. However, as the three activities of the program are inter-related, the following brief description may be useful.

The visit has two parts. First, with the help of visual aids, students discover the meaning of the statement: "WILDLIFE, A RENEWABLE NATURAL RESOURCE under certain conditions". The work done by the officer is explained to the students. Next, stories that foster moral questioning allow students to deduce the two basic conditions for the renewal of wildlife and to verify the hypotheses put forward during the preparatory activity.

It is essential to carry out the preparatory activity with your students prior to the visit by the officer to your classroom. Students must have on hand their "WILDLIFE, A RENEWABLE NATURAL RESOURCE under certain conditions" document.

For the meeting with the officer, students may be seated individually or in small groups. This should take place before the officer arrives, as should the posting of the drawings.

You can also print page 22 and distribute a copy for each student. They can answer the questions during the presentation or this could be used as a final activity following the officer's visit.



So that WILDLIFE will always be present

FINAL ACTIVITY (optional)

Understanding the notion of habitat; one of the essential conditions for the renewal of wildlife.



PREPARATION OF LEARNING

Thanks to the visit by the officer, students have acquired knowledge about wildlife and its needs. The final activity is the conclusion to this visit; students have the final word.

Ask students the following question: **“What must be done to ensure that wildlife will always be present?”**

It is necessary to preserve habitats and to control harvesting by complying with the regulations.

This final activity will enable students to understand that a good quality habitat is essential for wildlife.

Ask the students to explain what a habitat is.

The various environments that are used by an animal to meet its needs (to reproduce, eat, shelter) throughout the year are called its... habitat. The habitat range may vary from one species to another depending on the size of the animal, its diet and the availability of food.



ACHIEVEMENT

Visit these Websites to find activities on habitat.

www.nwf.org/schoolyard/pdfs/LessonPlan_HabitatsforSale.pdf
www.ffdp.ca/hww2.asp?id=121



INTEGRATION AND REINVESTMENT

The habitat concept is illustrated in the activity *Parc faunique* (in French):

www.mrnf.gouv.qc.ca/parc-faunique

Click on *Table des matières*. Click on *Sans domicile fixe* of the *Thème 4* in the *Théorie* section.

Ask the students to play the game “Faites le tour du propriétaire”. They will discover that habitats of different species can overlap. Four species are present: black bear, wood turtle, salamander and ruffed grouse.

You can do a research on those animals.

You can do a vocabulary game on the Website. The words to find concern the Wildlife and you program. Go to: www.mrnf.gouv.qc.ca/en/wildlife-and-you/crossquiz.

DID YOU...



BEFORE THE CLASSROOM VISIT:

- Carry out the preparatory activities with your students? (the resources, the drawing and the hypotheses)
- Post students' drawings in the classroom?
- Set aside a space to show the presentation?



AFTER THE CLASSROOM VISIT:

- Carry out the final activity with students?
- Complete your evaluation form?
- Send
 - your evaluation form?
 - some drawings of your students?

Mail to:

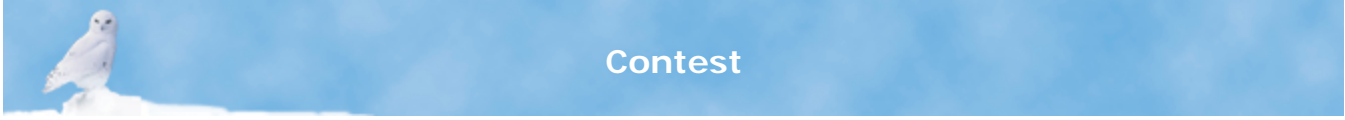
Ministère des Ressources naturelles et de la Faune
Direction du développement socio-économique, des partenariats et de l'éducation
(DDPE)

Diane Ostiguy

880, chemin Sainte-Foy, 2nd floor
Québec (Québec) G1S 4X4

Or

E-mail to: diane.ostiguy@mrnf.gouv.qc.ca



Contest

You and your class have the chance of winning a day of fishing! If you are selected, you and your class will be taken by bus to a wildlife territory of your region to take part in recreational activities. All of your students will receive a beginner's fishing kit, educational pamphlets and a certificate that will serve as a fishing licence until they turn 18. This activity will be an opportunity for young people to familiarize themselves with fishing techniques and to acquire knowledge about the biology and the habitat of fish. Biologists and wildlife protection officers will accompany your class. The wildlife protection officers will also offer you great regional prizes.

The Fondation de la faune du Québec (FFQ), the Société des établissements de plein air du Québec (SÉPAQ), the Fédération québécoise des gestionnaires de zecs (FQGZ), the Fédération des pourvoiries du Québec (FPQ), the Fédération québécoise des chasseurs et pêcheurs (FQCP) and the participating Canadian Tire stores are sponsoring this activity.

How to take part?

To be eligible, you must submit:

- your evaluation form

Mail to:

Ministère des Ressources naturelles et de la Faune
Direction du développement socio-économique, des partenariats et de l'éducation
(DDPE)

Diane Ostiguy

880, chemin Sainte-Foy, 2nd floor
Québec (Québec) G1S 4X4

You can also send it to: diane.ostiguy@mrnf.gouv.qc.ca

To have a look at the winning groups, go to:

www.mrnf.gouv.qc.ca/english/wildlife/education/wildlife-you/register.jsp#part



Evaluation Form

Intended for the teacher

To fill it online: www.mrnf.gouv.qc.ca/english/wildlife/education/wildlife-you.jsp

Teacher's first and last name _____

School _____

Wildlife protection officer's name _____

Date of the visit _____

E-mail (optional) _____

Key:
 0: unsatisfactory
 1: below average
 2: average
 3: good
 4: very good

	0	1	2	3	4
The program contributes to the development of a sense of social and environmental responsibility among young people					
The program takes students' conceptions into account					
The program enable students to form ties with the life experience field that is environmental awareness					
The program allows students to develop intellectual skills (exercise and put into practice critical thinking)					
The program allows students to develop skills in certain areas of learning: English, Visual Arts, Citizenship Education, Geography and Mathematics					
The program takes students' interests into account					
Students find the program motivating and stimulating					
The questions asked to students promote their participation and reflection					
The explanations are clear, precise and adapted to the students' level					
The time devoted to the officer's visit is sufficient					
The quality of the materials used by the officer is					



Evaluation Form

The teacher's guide is easy to understand and use					
STUDENTS' INTEREST CONCERNING THE FOLLOWING ACTIVITIES IS:	0	1	2	3	4
Wildlife, a renewable natural resource (resources)					
Wildlife, a renewable natural resource that I use (drawing)					
Wildlife, a renewable natural resource under certain conditions (hypotheses)					
The visit in general					
Visual presentation					
Stories (comic strips)					
Final activity, <i>So that Wildlife will always be present</i>					
Participation prizes					

Comments or suggestions _____



Visit our Website

You will find information concerning the "Wildlife and you" program at:
www.mrnf.gouv.qc.ca/english/wildlife/education/wildlife-you.jsp

Other comic strips are available as well and you can visit the drawing gallery.

In French

To discover more about wildlife protection officers, visit: www.aapfq.org

See the experts - On video, discover the jobs and occupations linked to natural resources: portesouvertes.mrnf.gouv.qc.ca/experts.

Don't miss it!

Each month a new topic: Spotlights on...:
www.mrnf.gouv.qc.ca/faune/education/pleins-feux.jsp

Kid's zone:
www.mrnf.gouv.qc.ca/fr/faune/coin-jeunes

New education zone, Plein de ressources
www.education.mrnf.gouv.qc.ca/

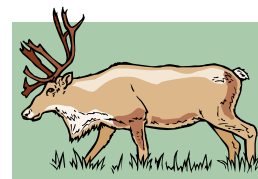
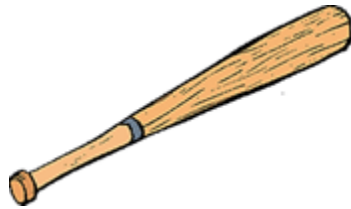


Worksheets and answers



1. WILDLIFE, A RENEWABLE NATURAL RESOURCE

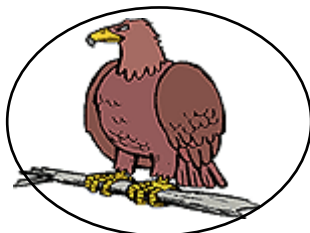
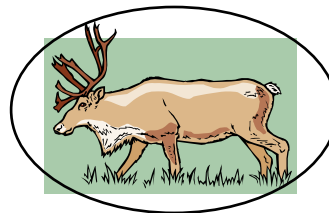
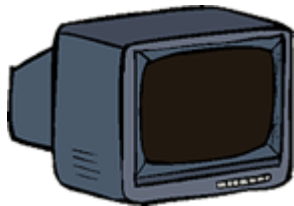
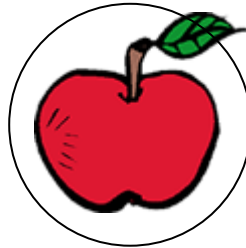
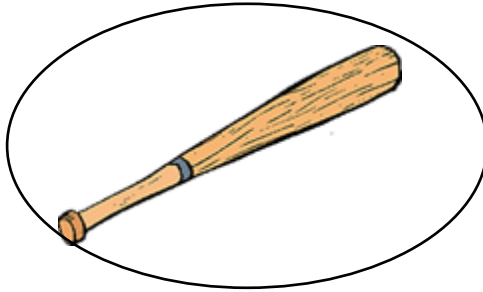
Circle the renewable natural resources





1. WILDLIFE, A RENEWABLE NATURAL RESOURCE

Answers





2. WILDLIFE, A RENEWABLE NATURAL RESOURCE that I use

TITLE OF DRAWING: _____

STUDENT'S FIRST NAME: _____

TEACHER'S FIRST AND LAST NAME: _____

NAME OF THE SCHOOL: _____

Draw a use that humans make of wildlife.

A large, empty rounded rectangular box with a thin black border, intended for the student to draw a use of wildlife.

 **3. WILDLIFE, A RENEWABLE NATURAL RESOURCE**
under certain conditions

In your opinion, what must be done to ensure that wildlife will always be present?



It is necessary to:



It is necessary to:

During their classroom visit, the officer will give you the answers.

Did you answer the question correctly? If so, congratulations!

If not, jot down the answers and remember them!



It is necessary to:



It is necessary to:



4. Visual presentation - Follow up sheet

What is wildlife?

How many species do you have in each group:

Fishes _____
 Amphibians _____
 Snakes _____
 Turtles _____
 Birds _____
 Mammals _____
 Total _____

The needs of wildlife

Name the three needs that animals have:

Fill the blanks:

Wildlife is a _____ resource natural.

The _____ is the area an animal uses to meet its needs year round.

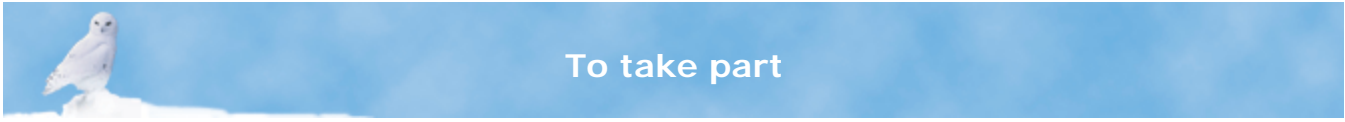
Part of the wildlife protection officer's job is to:

True or false

Circle the good answer

Hunting puts animals in danger	True	False
I need a license to fish	True	False
Trapping is forbidden in Québec	True	False

Name two actions that threaten wildlife:



To take part

IN YOUR REGION, CONTACT:

Abitibi-
Témiscamingue

Danny Dumont

165, 7^e rue
Rouyn-Noranda (Québec) J9X 1Z8
819 763-3195

Laval – Laurentides
and Lanaudière

Alain Riou

999, Nobel street, office 1.50B
St-Jérôme (Québec) J7Z 7A3
450 569-3113

Bas-Saint-Laurent

Jerry Ferguson

21, Lilas street
Gaspé (Québec) G4X 2L9
418 360-8444, extension 325

Mauricie and
Centre-du-Québec

Doris Boudrault

100 Laviolette street, office 207
Trois-Rivières (Québec) G9A 5S9
819 371-6151, extension 442

Capitale-Nationale
and Chaudière-
Appalaches

Sylvain Marois

8400, Sous-le-Vent avenue
Charny (Québec) G6X 3S9
418 832-7222, extension 230

Nord-du-Québec

Christian Lemonnier

951, Hamel boulevard
Chibougamau (Québec) G8P 2Z3
418 748-7701

Côte-Nord

Jean Montpellier

456, Arnaud street, office 1,03
Sept-Îles (Québec) G4R 3B1
418 964-8300, extension 292

Outaouais

Jocelyn Martel

16, impasse de la Gare-Talon
Gatineau (Québec) J8T 0B1
819 246-4827, extension 266

Estrie

Montréal
Montérégie

Gilles Chiasson

770, Goretti street
Sherbrooke (Québec) J1E 3H4
819 820-3883, extension 235

Saguenay-
Lac Saint-Jean

Régis Girard

3950, Harvey boulevard
Jonquière (Québec) G7X 8L6
418 695-8125, extension 374

Gaspésie —
Îles-de-la-Madeleine

Jerry Ferguson

21, Lilas street
Gaspé (Québec) G4X 2L9
418 360-8444, extension 325

For more information on the program, contact:

Diane Ostiguy – Program coordinator
Ministère des Ressources naturelles et de la Faune
418 627-8691, extension 7431
diane.ostiguy@mrnf.gouv.qc.ca



**Ressources naturelles
et Faune**

Québec 