



## INSTRUCTOR GUIDE

### LESSON 20: WILDLIFE ID

V. 2/2017

#### Basic Hunter Education 2014 Standards – Section 4

#### Objectives 45 & 47

##### Instructor Notes



This lesson introduces students to the importance of wildlife identification skills for hunting and how to identify game species and their distinguishing features. This lesson corresponds with Chapter 5 (pages 89 & 90) in the student manual. Teach this lesson to the entire class.

##### **Teaching Methods Used In This Lesson**




- **Lecture**
- **Discussion**
- **Small group work**

This lesson includes the use of a PowerPoint show (See Addendum A). Review the PowerPoint ahead of time and familiarize yourself with the functionality of the presentation. Certain slides present all information at once, while others reveal pieces of information at a time. This is intended to allow the students to see topics or questions while still hiding the additional information from view. This allows the instructor to use questioning techniques throughout the lecture.

##### Time Allotted



40 Minutes

<p><b><u>Materials Required</u></b></p> 	<ul style="list-style-type: none"> <li>• Audio visual equipment (projector &amp; screen)</li> <li>• “Critters of Massachusetts” books (one per student)</li> <li>• Laptop w/ PowerPoint software</li> <li>• PowerPoint file: <i>2015 Wildlife ID Slideshow</i></li> <li>• Whiteboard/easel</li> <li>• Wildlife ID student exercise worksheets (one per group; see Addendums B &amp; C)</li> </ul>
<p><b><u>Station Set-up</u></b></p>  <p>15 minutes</p>	<ol style="list-style-type: none"> <li>1. Set up projector, screen, and laptop and open the PowerPoint show.</li> <li>2. This opens the show to Slide #1 - the Title slide that should be displayed.</li> <li>3. Set up the white board/easel in the front of the room to the side of screen.</li> <li>4. Write “Wildlife Identification” on the top of the board.</li> <li>5. Decide ahead of time how you will divide the students into small groups for the student exercise. Groups of 5 to 6 are best.</li> <li>6. Have “Critters Of Massachusetts” books readily accessible.</li> </ol>
<p><b><u>Vocabulary Builder</u></b></p> 	<div style="border: 1px solid black; padding: 10px;"> <p>Note: Do not read the vocabulary to the students. These are terms commonly used during this lesson, and the definitions are for instructor reference only.</p> </div>

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**Big game** – Definition varies by location, but in Massachusetts: game animals that require field tagging (white-tailed deer; wild turkey; black bear).

**Game animals** – Animals that are useful, sufficiently abundant, and present a challenge to kill.









**Migratory bird** – A game bird that migrates.

**Non-game animals** – Animals that cannot be hunted.


**Small game** – Non-big game. May include furbearers, upland game, and migratory game.

**Upland bird** – A game bird that does not migrate.

## LESSON PLAN

<p><b><u>PART A:</u></b></p> <p><b><u>Focus Activity</u></b></p>  <p>1 minutes</p>	<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p>Note: This lesson uses PowerPoint extensively as a teaching aid. This “click” icon (  ) is shown when the instructor should advance the PowerPoint. It is vital that you practice with the PowerPoint ahead of time so that you are familiar with the program and know how/when to navigate it properly. See Addendum A for a layout of the slides.</p> </div> <p>Slide #1 - The purpose of the focus activity is to get everyone focused on the lesson. Begin by asking the students “does anyone own a wildlife identification field guide?”</p>
<p><b><u>PART B:</u></b></p> <p><b><u>Objectives</u></b></p>  <p>1 minute</p>	<p> Slide #2 - State the learning objectives to the students. “At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> <li>• explain the importance of wildlife identification skills for hunting;</li> <li>• and identify game species and their distinguishing features.”</li> </ul>
<p><b><u>PART C:</u></b></p> <p><b><u>Teaching Method</u></b></p>  <p>10 minutes</p>	<ol style="list-style-type: none"> <li>1.  Slide #3 - Ask “Why is wildlife identification important?” <ul style="list-style-type: none"> <li>•  legal reasons</li> <li>• safety reasons</li> <li>• ethical reasons</li> </ul> </li> <li>2.  Slide #4 - Ask “How many species are there in Massachusetts?” (650) Then ask, “What percentage may be hunted?” (8% [55 species, 28 are birds])</li> </ol>

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3. 🖐 Slide #5 – Ask “What makes a species a game animal?”  
Game species are those animals approved for regulated hunting or trapping and generally possess three characteristics:
    - a. 🖐 they are useful (flesh, fur, or hide)
    - b. they are sufficiently abundant and can replace annual population losses including those from hunting
    - c. they are elusive or possess a similar behavior which provides a unique or traditional challenge to hunters
  4. 🖐 Slide #6 - Discuss how state wildlife agencies classify animals and ask students for examples of each category:
    - big game (*black bear, white-tailed deer, and eastern wild turkey*)
    - small game (*eastern gray squirrel, cottontail rabbit, and raccoon*)
    - upland birds (*ruffed grouse, ring-necked pheasant, and bobwhite quail*)
    - migratory birds (*woodcock, ducks, and geese*)
    - non-game wildlife (*raptors, amphibians, and songbirds*)
  5. 🖐 Slide #7 - Next, discuss the basics components of wildlife identification. Inform the students that you will then cover each one independently.
  6. 🖐 Slide #8 - General Description
    - size (weight, length, height)
    - appearance – color, field markings, distinguishing features
    - does appearance vary seasonally
    - does appearance vary by age or gender
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	<p>7. 🖱️ Slide #9 – <u>Habitat &amp; Range</u></p> <p>habitat</p> <ul style="list-style-type: none"> <li>• where each species lives</li> <li>• preferences may change seasonally</li> </ul> <p>range</p> <ul style="list-style-type: none"> <li>• where does the species exist</li> <li>• some species are migratory</li> </ul> <p>8. 🖱️ Slide #10 - <u>Behavior</u></p> <ul style="list-style-type: none"> <li>• what time of day is this species active</li> <li>• does the animal migrate</li> <li>• does the animal hibernate</li> <li>• is it a social or solitary species</li> <li>• what does it eat</li> </ul> <p>9. 🖱️ Slide #11 - <u>Wildlife Sign</u></p> <ul style="list-style-type: none"> <li>• feeding evidence</li> <li>• hair/feathers</li> <li>• tracks, trails</li> <li>• droppings</li> <li>• den, nest, or shelter</li> <li>• territory markings (e.g. scrapes, rubbings)</li> <li>• sounds</li> </ul>
<p><b><u>PART D:</u></b></p> <p><b><u>Student</u></b></p> <p><b><u>Exercise</u></b></p> <p></p> <p>25 minutes</p>	<div data-bbox="381 1486 1416 1556" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Note: Steps 10 &amp; 11 should take 10 minutes.</p> </div> <p>10. 🖱️ Slide #12 (10 minutes) - Ask the class for a volunteer and have the volunteer come to the front of the class. Give the volunteer a Critters book and have them open it to a random page. Inform the rest of the class that they are to try and identify the animal the volunteer is looking at in the Critters book. Allow the students to ask 10 questions. The questions</p>

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must be worded so that the volunteer can only answer with “Yes” or “No”. After the students have asked their 10 questions, have them try to identify the animal. Reiterate the importance of asking definitive questions.

11. Distribute the Critters books to the rest of the students. Explain briefly how to use the book.
12. 🖱️ Slide #13 - Divide the students into small groups, give each group a worksheet, and assign which species they will be using to complete their worksheet (see Addendums B & C). Give the students 5 minutes to use the “Critters of Massachusetts” book to learn about their animal and complete the worksheet.

Note: Step 13 should take about 10 minutes. When you first click ( 🖱️ ) the slide, it will show a picture. The students should try to identify the species in the picture. You should then click ( 🖱️ ) again to display the correct answer.

13. 🖱️ Slides #14 - #29 - Resume the PowerPoint and ask the students to identify the animal. If a group had a worksheet on the species being displayed, have them read aloud their answers on the worksheet.

Students are not being tested at this stage; they are gaining new knowledge. Your role as the instructor is that of a facilitator/coach to help the students learn the material. The instructor should lead the students through the PowerPoint, and lead the discussion, yet allow the students to try and come up with the information themselves.

**PART E:**

**Student  
Summary**



3 minutes

Ask students to recall the important points that were covered. It is important for students to be able to verbalize these points. Use questioning strategies to flesh out answers.

- What makes a species a game animal?
- Why is wildlife identification important?
- What are some of the characteristics to consider when trying to id wildlife?

**END OF LESSON**

**Addendum**

**A**



**POWERPOINT SLIDES FOR LESSON TWENTY**



MASSWILDLIFE

**Massachusetts Hunter Education**

Wildlife Identification

**#1 -**



## Objectives

You will be able to:

- explain the importance of wildlife identification skills for hunting;
- and identify game species and their distinguishing features.

#2 -

MASSWILDLIFE

### What makes a species a game animal?



#3 -

MASSWILDLIFE

### Wildlife in Massachusetts

- How many species of wild mammals, birds, reptiles, and amphibians are in MA?
- What percentage (%) may be hunted?

#4 -

MASSWILDLIFE

## Why is Wildlife ID Important for Hunters?



#5 -

MASSWILDLIFE

### State Fish & Wildlife agencies categorize animals

- Big Game
- Small Game
- Upland birds
- Migratory birds
- Non-game animals

#6 -

MASSWILDLIFE

## The Basics of Wildlife ID

- General Description
- Habitat
- Range
- Behavior
- Wildlife Sign

#7 -

MASSWILDLIFE

## General Description

- Size
  - Weight, length, height; comparisons can help
- Appearance
  - Color, field markings, distinguishing features
  - Does it vary seasonally? (e.g. white tailed deer)
  - Does it vary by age or gender?
    - males and females can be noticeably different (e.g. most birds).

#8 -

MASSWILDLIFE

### Habitat

- The type of habitat where a species lives.
- Habitat preferences may change seasonally.

### Range

- Knowing geographic distributions makes it easier to find and identify animals
- Many birds are migratory

#9 -

MASSWILDLIFE

## Behavior

- What time of day is the animal active?
- Does the animal migrate?
- Does the animal hibernate?
- Is it a social or solitary species?
- What does it eat?

#10 -

MASSWILDLIFE

## Wildlife Sign

- Feeding evidence
- Hair/feathers
- Tracks, trails
- Droppings and other sign  
(e.g. owl pellets, otter toilets)
- Den, nest, or shelter
- Scrapes & rubs
- Sounds

#11 -

MASSWILDLIFE

## Time for you to try!



Photo credit: Mass. Division Fisheries & Wildlife/Bill Byrne

#12 -

MASSWILDLIFE

## Focus on the Following:

- Am I a game species?
- How big am I?
- Describe my appearance?
  - Does it change by age or season?
  - Do males and females look different?
- Do I have any distinguishing field marks?
- What type of habitat do I live in?
- What is my range in Massachusetts?
- Do I migrate? - Do I hibernate?
- At what time of day am I most active?
- What do I eat?

#13 -

MASSWILDLIFE

## Name This Animal



Photo credit: Mass. Division Fisheries & Wildlife/Bill Byrne

Black Bear

#14 -

MASSWILDLIFE

## Name This Animal



Photo credit: Mass. Division Fisheries & Wildlife/Bill Byrne

White Tailed Deer

#15 -

MASSWILDLIFE

## Name This Animal



Photo credit: Mass. Division Fisheries & Wildlife/Bill Byrne

Eastern Wild Turkey

#16 -

MASSWILDLIFE

## Name This Animal



Photo credit: Mass. Division Fisheries & Wildlife/Bill Byrne

Eastern  
Coyote

#17 -

MASSWILDLIFE

## Name This Animal



Photo credit: Mass. Division Fisheries & Wildlife/Bill Byrne

Moose

#18 -

MASSWILDLIFE

## Name This Animal



Photo credit: Mass. Division Fisheries & Wildlife/Bill Byrne

Eastern Cottontail

#19 -

MASSWILDLIFE



## Name This Animal



Ruffed  
Grouse

#20 -

MASSWILDLIFE

## Name This Animal



Common Loon

#21 -

MASSWILDLIFE

## Name This Animal



Eastern Bluebird

#22 -

MASSWILDLIFE

## Name This Animal



Photo credit: USFWS/George Gentry

Red-winged  
Blackbird

#23 -

MASSWILDLIFE

## Name This Animal



Photo credit: Mass. Division Fisheries & Wildlife/Bill Byrne

Black-capped Chickadee

#24 -

MASSWILDLIFE

## Name This Animal

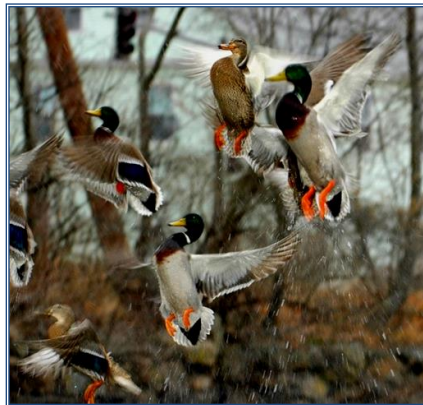


Photo credit: Mass. Division Fisheries & Wildlife/Bill Byrne

Mallard

#25 -

MASSWILDLIFE



## Name This Animal



Photo credit: Mass. Division Fisheries & Wildlife/Bill Byrne

Wood Duck

#26 -

MASSWILDLIFE

## Name This Animal



Photo credit: Mass. Division Fisheries & Wildlife/Bill Byrne

Canada Goose

#27 -

MASSWILDLIFE

## Name This Animal



Photo credit: Mass. Division Fisheries & Wildlife/Bill Byrne

American Woodcock

#28 -

MASSWILDLIFE

## Name This Animal



Photo credit: Mass. Division Fisheries & Wildlife-Bill Byrne

Peregrine Falcon

#29 -

MASSWILDLIFE

### Addendum



B



### STUDENT EXERCISE WORKSHEET

#### Wildlife Species

1. Am I a game species?
2. How big am I?
3. Describe my appearance.
  - a. Does it change by age or season?
  - b. Do males and females look different?
4. Do I have any distinguishing field marks? If so, what are they?
5. What region do I live in, in Massachusetts?
6. What type of habitat do I live in?
7. Do I migrate?
8. Do I hibernate?

	<p>9. What time of day am I most active?</p> <p>10. What do I eat?</p> <p>11. Do I have any predators?</p>
<p><b>Addendum</b> <b>C</b></p> 	<p><b>SPECIES LIST FOR THE WORKSHEETS</b></p> <ul style="list-style-type: none"> <li>• Black Bear</li> <li>• White-tailed Deer</li> <li>• Eastern Wild Turkey</li> <li>• Eastern Coyote</li> <li>• Moose</li> <li>• Eastern Cottontail</li> <li>• Ruffed Grouse</li> <li>• Common Loon</li> <li>• Eastern Bluebird</li> <li>• Red-winged Blackbird</li> <li>• Black-capped Chickadee</li> <li>• Mallard</li> <li>• Wood Duck</li> <li>• Canada Goose</li> <li>• American Woodcock</li> <li>• Peregrine Falcon</li> </ul>
<p><b>Addendum</b> <b>D</b></p> 	<p><b>FREQUENTLY ASKED QUESTIONS</b></p> <p>1. Why are some species listed as game in some states but not in others?</p> <p><i>Populations vary across a species range. What may be abundant in one state, may not be in another state, and therefore each state decides what can and can't be hunted in</i></p>

	<p><i>that state. Migratory birds are an exception however, since these birds migrate, all of the states need to be in agreement in the management of the species, therefore migratory bird regulations are set at a federal level.</i></p>
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