



Introduction Session Outline For the Outdoor Skills Program

- I. Welcome students. Introduce instructors. Have instructors name their favorite Nebraska wildlife animal.
- II. Activity: Protect the Nest
- III. Discussion: What is the predator's job? What is the prey's job? Can you name a predator, and how they catch their prey? Does the animal have any special skills?
- IV. Activity: What is Wild. Students will introduce themselves in this activity.
- V. Activity: Fight & Flight Zones
- VI. Discussion: What is the zone of a raccoon? Which wildlife can you get closer to? What does that animal do if you get to close? (ex. Opossum – they play dead or hiss at you)
- vii. Frisbee Moment: Ask the students what they enjoyed most about today's session and what they enjoyed the least.

The Outdoor Skills program is a partnership with Nebraska Games & Parks and the UNL Extension/4-H Youth Development Program to provide hands-on lessons for youth during their afterschool time and school days off. It provides the opportunity to master skills in the areas of hunting, fishing, and exploring the outdoors. This educational program is part of the 20 year plan to recruit, develop and retain hunters, anglers, and outdoor enthusiasts in Nebraska.

Session: Introduction

Title of Activity: What is Wild?

Objectives: Participants will

1). Learn the different between wild and domestic animals.

Method: Categorize animals into three categories: wild, domestic, both.

Materials Contained in Activity

Tub:

Three baskets with signs – “WILD”,
“DOMESTIC” and “BOTH”
Small plastic animals

Materials Needed to Conduct Activity: none

Duration: 30 minutes

Group Size: all students together –
12-15 students.

Setting: Indoors or Outdoors

Key Terms: Domestic, Wild

SET Ability: compare,
categorize/order/classify

Background:

What makes an animal wild? And, what characteristics make an animal domesticated?

A **wild animal** is defined as an animal which lives in nature (is not provided shelter by a human), is responsible for getting its own food and water (is not provided food or water by humans), and is not cared for by humans. Examples include red foxes, pheasants, songbirds, channel catfish, or white-tailed deer.

A **domesticated animal** is an animal which is dependent on humans for its shelter, food, water, and general care. Domesticated animals have generally lost the ability to hunt or provide food for themselves, or find adequate shelter. Examples include house cats, dogs, parakeets, a cow, or a pig.

Some animals could be considered either wild or domesticated depending on the situation. For example, a cottontail rabbit is a wild animal, but many people have domesticated rabbits as pets. Or, most horses are domesticated, but some states in the West have wild populations of horses.

There are also **feral animals** which are once domesticated animals that are now living on their own in the wild. Examples of feral animals include some cats, occasionally dogs, and sometimes pigs.

The Activity:

Before the activity:

1. Set the three baskets in a central location where all students will be able to see both the baskets and the signs on the baskets.
2. Place the small plastic animals in a pile or in a container for students to pick one animal.

Doing the activity:

1. Invite one student to come up to the front and choose an animal from the container. Ask the student to put the animal in one of the three baskets – whichever one they believe the animal belongs.

2. As the students come to the front have them state their name.
3. Invite another student to the front to choose another animal and place it in the basket they believe it belongs.
4. Continue this process until all the animals have been placed in a basket.
5. Review with all students the animals in each basket. Ask students if there are any animals they would move to another basket. Allow for animals to be moved until all students are in agreement with the location of the animals.

This activity adapted from Growing Up WILD: Engaging Young Children in Nature Curriculum and Activity Guide.

For more information on this guide, please contact Lindsay Rogers at lindsay.rogers@nebraska.gov.