



## UNTAMED S2E13: After the Release

### Classroom Activity

*This classroom activity is designed to be used as a resource that inspires conversation, critical thinking, and promotes a “big picture” understanding of topics covered in each episode. Questions may be answered individually, or out loud in a group setting. Key terms and vocabulary that will help educators and students engage in discussion include:*

***Wildlife rehabilitation, release, tracking,***

*Group Size: Any*

*Materials Needed: Printed Tracking Bingo sheets for each student, or one sheet per small group, outdoor space (natural, forested areas will work best for this activity)*

*Time: 30-45 minutes*

*Instructions:*
















This outdoor activity helps students to understand that even though we might not see them, wild animals are all around us, and by looking closely in an outdoor space we can sometimes see evidence of their activity. We can also learn things about the environment and local ecosystem by understanding what animals are present.

Before going outside, distribute Tracking Bingo sheets to each student, or one sheet per small group. Explain to the class that they will be searching for signs and evidence that wild animals have been in the area.

Once the class is outdoors, lead a short discussion with students about wild animals that live outdoors. Do we normally see wildlife when we're outdoors? How do we know that they're present in an area? Discuss some common signs that may provide proof of an animal's presence, including: browsing (leaves that have been bitten or chewed), tracks, scat (feces), claw marks (marking of territory, or moving through the environment), burrows (shelter), feathers, fur, hair, or shed skin, carrion (remains of animals eaten by scavengers), blood, a food cache (store), an odor (like skunk spray), urine, bedding or birds' nests, or a physical sighting.

As students walk through the outdoor area, have them record which signs they find on their Tracking Bingo sheets. To conclude the activity, ask students to create a narrative about what they think an animal may have been doing in the area based on the signs they found.

# Wildlife Tracking Bingo

 Browse	 Free space	 Tracks	 Scat
 Claw marks	 Burrow/shelter	 Feathers	 Free space
 Carrion	 Broken branches	 Food cache	 Odor or smell
 Fur or hair	 Animal sighting	 Free space	 Nest or bedding

Notes: