

## Connections to Hunting in *Project WILD: K-12 Curriculum & Activity Guide* (4<sup>th</sup> Edition)

Grade Level E= elem. M=middle H=high sch	Objectives (key words & phrases)	Method	Direct or Indirect connection to Hunting?
<b>Wildlife &amp; the Environment: Community Survey</b>			
M & H	Design survey to asses views; determine factors affecting views; describe possible outcomes of different viewpoints	Design, implement community survey toward wildlife & environment	Direct and indirect. Included in survey question options about outdoor recreation and opinions on deer herd management
<b>Checks &amp; Balances</b>			
M	Evaluating wildlife management decisions; i.d. factors that affect populations	Card game	Direct Hunting as one of 8 management strategies
<b>Carrying Capacity</b>			
M & H	Define CC; Analyze impacts of CC; Give Examples of how CC changes	Physical simulation of herd animals seeking food	Direct. Includes considering ways to keep populations in check when they exceed carrying capacity, including hunting.
<b>Migration Barriers</b>			
M & H	1) Describe impacts on migration patterns resulting from human activities, 2) i.d. factors in a wildlife management issue, and 3) evaluate alternatives in a complex issue	Students make recommendations based on consequences of developing a highway through an area	Direct. Issuing hunting permits presented as one strategy in pop. mgmt.
<b>Deer Dilemma</b>			
H	(1) Examine how regulated hunting & other methods used in wildlife mgmt. & conservation, (2) explain how the needs of people & wildlife are considered in managing wildlife, and (3) distinguish between game, nongame, endangered, and threatened species of wildlife.	(same) Simulated board of commissioner meeting regarding deer over population in local park	Direct. Considers hunting as a strategy for managing deer population. Extensions involve learning more about the economics, ethics, laws, and logistics of hunting.
<b>Dropping in on Deer (page 475)</b>			
H	Describe purpose of surveys; apply methodologies; explain importance of scientific	Students conduct pellet group count survey to estimate deer population at study site	Indirect. Students decide on how population data is useful. Mention of use of data for setting number of permits. Extensions mention

	knowledge in management decisions		usefulness of pellet count data to hunters and hunt guides, and bring up other scouting skills of hunters.
<b>Natural Dilemmas</b> (page 297; Updated title—previously known as <i>Ethi-Reasoning</i> )			
M	Examine own values, respect others' rights to maintain diff. values, evaluate one's actions	Read, discuss, assess, and write about hypothetical dilemmas	Direct. Students decide on their own values, including toward hunting
<b>History of Wildlife Management</b> <del>removed</del> from guide in 2018 and to be made available to Coordinators via PDF on <a href="http://projectwild.org">projectwild.org</a> .			
<b>Let's Talk Turkey</b>			
E & M	Explain origins of domesticated animal; evaluate cultural influence of the turkey; describe impacts of human development on turkey pop.; i.d. laws & mgmt. tools related to turkey conservation	Students read history cards and create a timeline.	Direct. Discusses role of hunting in history of wild turkey, from market hunting to conservation.
<b>Oh Deer!</b>			
E, M, H	i.d. essential components of habitat; describe factors that influence carrying capacity; define "limiting factors;" recognize that carrying capacity fluctuates	Physical simulation of deer interacting with habitat components. 2018 edition includes a variation where the predators is a hunter instead of a mountain lion or wolf. Assessment includes discussing impacts on population in areas where hunting may not be allowed.	Activity often conducted with direct and explicit mention of hunting or hunters. Trappers are mentioned as data collectors. See Oh Deer supplemental activity resource titled "Public Trust & Wildlife Conservation in North America."
<b>Pay to Play</b>			
M & H	Consumptive vs non consumptive use; describe funding for wildlife; financial demands; human impact	Board game on consumptive and nonconsumptive use	Direct. Effect of hunting/fishing revenues affects outcomes
<b>Pro &amp; Con: Consumptive &amp; Nonconsumptive Uses of Wildlife</b> <del>Removed</del> from guide in 2018 and to be made available to Coordinators via PDF on <a href="http://projectwild.org">projectwild.org</a> .			
In 2018, elements of "The Hunter" was combined into <b>Deer Dilemma</b> .			

**ADDITIONAL NOTES:**

In addition to the above activities that relate more directly to hunting, **the following activities include mention of hunting** (i.e., humans hunting) or hunters:

- Color Crazy
- Limiting Factors: How Many Bears?
- Tracks!
- Graphanimal

- HabiCache
- Muskox Maneuvers
- Here Today, Gone Tomorrow
- What You Wear Is What They Were
- Food Footprint
- To Zone or Not to Zone
- Back from the Brink
- Turkey Tallies
- Bird Song Survey
- A Picture Is Worth a Thousand Words

Aside from the activities, **additional content in the guide includes references to hunting:**

- The front matter includes a section entitled, “The North American Model of Wildlife Conservation.”
- Hunting is listed in the Expanded Topic Index, which lists all activities that pertain to that topic.
- The Inventory Methods appendix includes hunting as one part of the change-in-ratio inventory method.
- Glossary terms include “bag limit,” “big game,” “culling,” “game animal,” “hunter,” “hunting,” “non-game animal,” “license,” “limiting factors,” “market hunting,” “poaching,” and “season.”