



Developed with Ethan Dado, Agriculture, Food, and Natural Resources Instructor at Mankato Area Public Schools

Who did it?

Volume 20 | Gr. 9-12

Time: 5 Days



NRS.01.02.

Classify different types of natural resources in order to enable protection, conservation, enhancement and management in a particular geographical region.

NRS.01.02.03.a.

Research and examine the characteristics used to identify wildlife and insects.

NRS.01.02.03.b.

Apply identification techniques to determine the species of wildlife or insect.



Animal Scat

Day 1

Teacher tip:

- Before class, lay the scat around the room and have each one labeled with the correct name of the animal that produced the scat.

Introduction

1. How many of us are hunters?
2. How many enjoy nature?
3. When you are walking in the woods, how can you identify what wildlife is around, even if you cannot see it? (Lead them to scat and tracks.)
4. Why is identifying wildlife important?
 - a. Discuss how some wildlife may be dangerous
 - b. Know for hunting purposes
 - c. Fun for observation

Activity ID Book

1. Students should cut paper up into notes cards.
2. On one side of the paper, they will write the corresponding animal name.
3. On the other side, they will draw a picture of the scat. They should create a card for each scat.
4. These will be used as study guides and also help enforce learning to ID by drawing what the scat looks like for each animal.
5. Assemble all note cards, word side up, and staple them together to create an "ID Book" to take home.

Closure: Pop Quiz

Test the quality of the drawings by holding up scat samples in front of the class and asking students to use their note cards to properly identify each.



SB33680

Materials list

- Animal Scat (**SB49923** or **LF05123**)
- Nasco Track Mold Kit – Advanced Track Molds Volume 1 (**SB33680**)
- Notebook/paper for each student
- Pen/pencil for each student



Days 2-3 (Give time to finish scat drawings and ID session, if necessary, from Day 1.)

Teacher tip:

- Before class, lay the tracks around the room and have each one labeled with the correct name of the animal that produced the track.

Introduction

1. Yesterday we identified scat to help us determine animals that may live in a habitat. Can anyone remember what other ways we could identify animals even if we cannot see them? (Lead them to tracks.)
2. Today, we will be doing the same process, except this time drawing tracks of animals.

Activity ID book

1. Students should cut paper up into notes cards.
2. On one side of the paper, they will write the corresponding animal name.
3. On the other side, they will draw a picture of the track. They should create a card for each track.
4. These will be used as study guides and also help enforce learning to ID by drawing what the scat looks like for each animal.
5. Assemble all note cards, word side up, and staple them together to create an "ID Book" to take home.

Closure: Pop Quiz

Test the quality of the drawings by holding up track samples in front of the class and asking students to use their note cards to properly identify each.

Day 4

Teacher tip:

- Before class, lay the scat and tracks around the room with numbers next to each.

Introduction

1. What have we been learning about the last 3 days?
2. What are some tricks we use to identify different scat or tracks?
3. Today, we will be putting our deductive reasoning skills to work and using the tools we have made to identify each scat and track displayed around the room.

Activity

1. Students should have a piece of paper and number it 1–30, or however many items you set out.
2. Next they will travel around to each station identifying what animal the scat or track belongs to.
3. They can use their books and work alone, with a partner, or in teams.

Closure

Review the answers. As you go through them, give helpful tips for identifying things like food waste in scat.

Day 5

Teacher note:

- Before class, set up the room for a "who did it" test by creating stations throughout the room with scat/tracks. To make it more fun, you could have something broken or a test with a bad grade there to make it look like an animal is to blame.

Introduction/Speed Round

1. Have pictures of scat or track put in slide show.
2. Go through slides and have students shout out the answers quickly.

Activity

1. Have students number sheet 1–20, or however many stations are set up.
2. The students will then travel to each station with their paper (and books if you want students to be able to reference them) to identify the animal responsible for each scenario.
3. If using this as an assessment, you may need to create a structured moving order to prevent too many students at the same station at the same time.

Closure

Collect and grade the students' papers or have them grade their own. If time and/or access allows, you may want to add a day and go out into the woods or an outdoor lab to find scat and tracks to ID.