THE OFAH | MARIO CORTELLUCCI
HUNTING & FISHING
Heritage Centre

705-748-6324, ext. 100 | info@hfhc.ca
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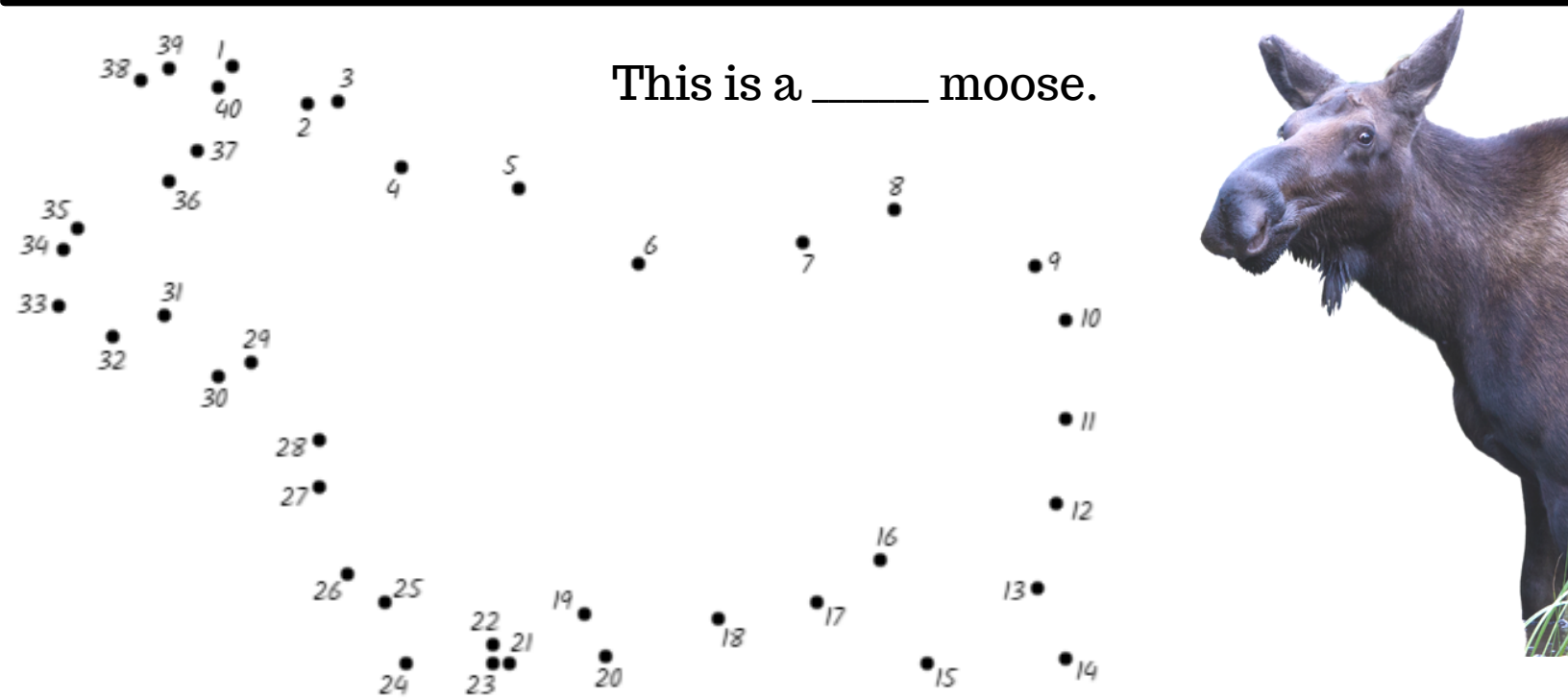
JK to Grade 3

Connect the Dots!!

Male and female moose have some big differences between them. Connect the dots to determine which one is bull and which is a cow moose! After you're done, colour them in to create the best moose picture!

This is a _____ moose.



This is a _____ moose.

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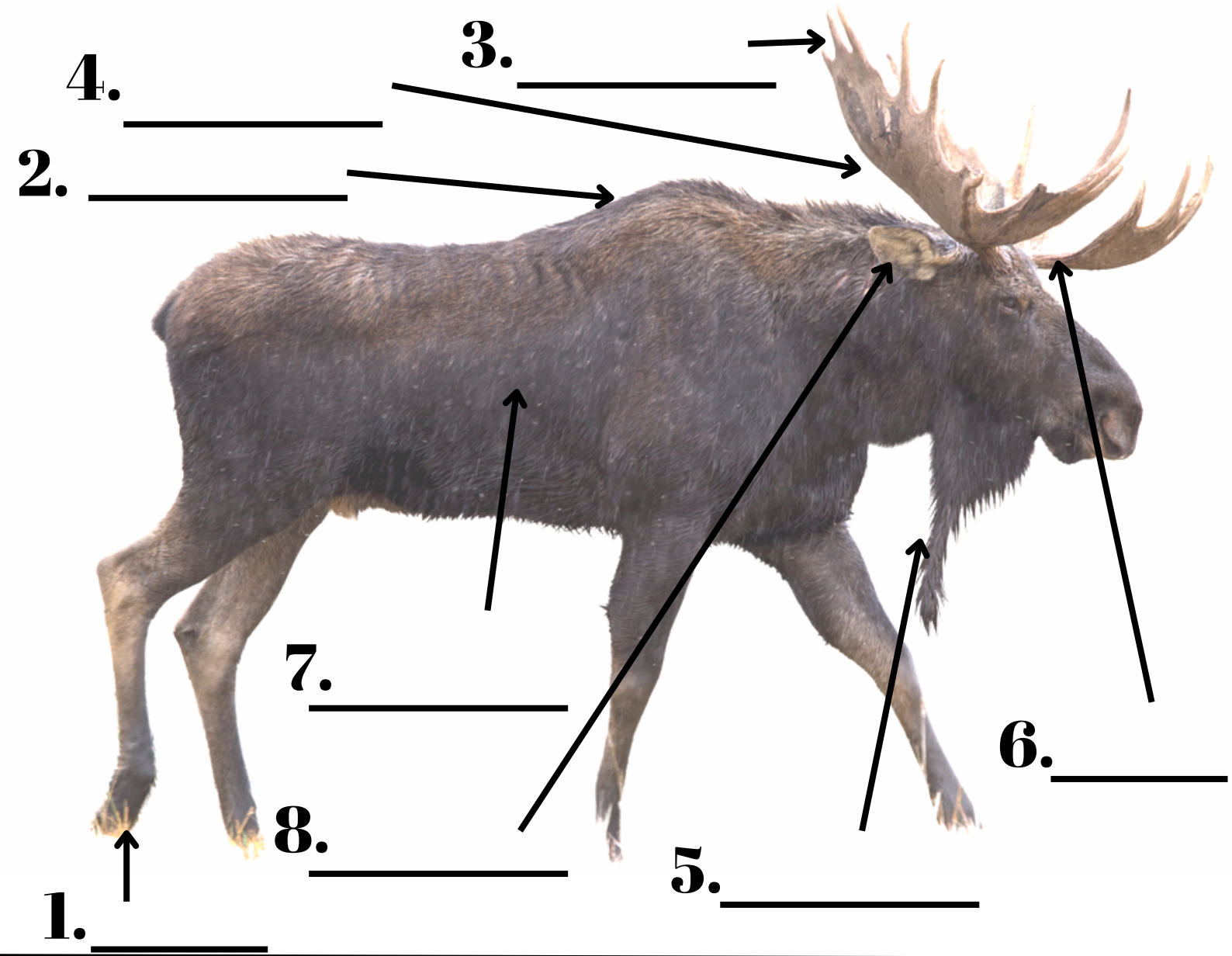
Grade 4 to Grade 8

Moose - Label the Parts



1. These can "splay" to stop moose from sinking into the ground.
2. Appears due to large, muscular shoulders.
3. Also called spikes.
4. Same name as what you propel a canoe with....
5. Also called a bell.
6. The base of the antler. Called a primary....
7. It's hollow to help retain heat.
8. Can rotate up to 180 degrees to detect potential threats.

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JK to Grade 3

CHALLENGE! (15 min.)

Moose for a Moment Challenge

You'll need: A Four-foot long stick or a wrapping paper tube, two plastic milk jugs or Orange juice containers, string, and construction paper (optional) for each group of students.

Set Up: Ensure all materials are available, that the class is divided into groups of 2 or 3. This activity may be best done in a more open space.

Explanation:

- Explain to students "Imagine walking around all day with antlers on your head that are 2 meters wide and that weigh 38 kgs -- that's about the size and weight of antlers for an average moose."
- Don't worry -- the antlers you're going to make don't weight that much and they aren't that wide, but you'll still get the idea: It's not easy being a moose.
- Get the stick/wrapping paper tube, string, and milk/orange juice jugs. The stick will become the "rack" part of the antlers, and the milk jugs are the antlers' tines. With the string, tie a jug on each side of the stick. Tie a couple knots in the string so the jugs don't fall off. (If you don't have milk/orange juice jugs, they can make points out of construction paper.)
- When you've made your antlers, hold them on top of your head. Then, be careful where you turn around. Can you walk through the classroom door? Remember, if you were really a moose, those antlers would weigh 85 pounds (and you would weigh about a half of a ton). Do you think it would be easy to run at top speed through thick forest? Try running with your antlers on your head -- but be careful!

THINK! (15 min.)

Moose Competitors

You'll need: White board, markers

Set Up: Ensure there is enough space on the white board for brain storming

Explanation:

- Discuss some of the foods that students learned about in the Virtual Lesson on Moose. What are some of their favourite foods? Can the students name some of them? Write down as many foods as the class can think of.
- Now that the class has compiled a list of the moose's favourite foods probe the students "What other creatures would like these foods? What animals would be competing with moose for their food sources?"
- Hint to get you started: beavers and rabbits. There are many others as well though!

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CHALLENGE! (15 min.)

Grade 4 to Grade 8

Moose Survival Game

You'll need: A whiteboard or large piece of paper, dry erase or coloured markers, a large open space with sufficient room for students to run and move about.

Set Up: Ensure that a whiteboard or large piece of paper is available along with appropriate writing utensils. Have the class broken into two groups. Clear a large area in the classroom, move to the gym/multi-purpose room, or head outside to the playground.

Explanation:

- This fun activity is meant to introduce students to the concept that animals need certain habitat resources, specifically food, water, and shelter. When those resources decline, the animal population will decline as well.
- Ask students to think about what they need to survive. Brainstorm a list that includes water, shelter, and food. Explain that all animals require some sort of food, water, and shelter to survive.
- Divide students into two groups and line them up along opposite edges of the playing area. One group will represent resources (the three elements of habitat); the other will start as moose.
- Have the class make up a sign for food (i.e. rubbing your belly), for water (i.e. sticking your tongue way out), and for shelter (i.e. using your arms to make a roof overhead).
- When you say, “Oh Moose,” students in the resource group will individually show one of the three signs indicating that they are food, water, or shelter. Students in the moose group will simultaneously each show one of those three signs, indicating what they are in need of that round.
- A “moose” student who shows the sign for food must run (or walk, shuffle, skip, etc.) to the other side and gently tag a “resource” showing the sign for food before that resource is tagged by another moose. Resources that are tagged support a moose population that can raise healthy calves. They become moose and join the moose side. Moose that cannot find the resource they need perish, are recycled through the ecosystem and become new resources and join the resource side.
- As the game progresses, graph the number of moose in each round on the whiteboard. Play for at least five rounds
- *Educator Tip: It is important during game play to pause and notice what happens when there is an abundance of one resource (eg. lots of shelter) but not the other resources needed. Moose who cannot find the resource they selected may not change to a different resource in order to survive. The instructor can coordinate with the resource side once or twice for everyone to choose the same symbol to emphasize this point.*
- *Examine the graph. Ask students what happened to the moose when there were a lot of them. (The population declined.) Ask students what happened when there were few moose and lots of resources. (The population increased).*

**Lesson adapted from Prince William Sound Regional Citizens Advisory Council*

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Entrance around the bend on McNamara Rd.

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