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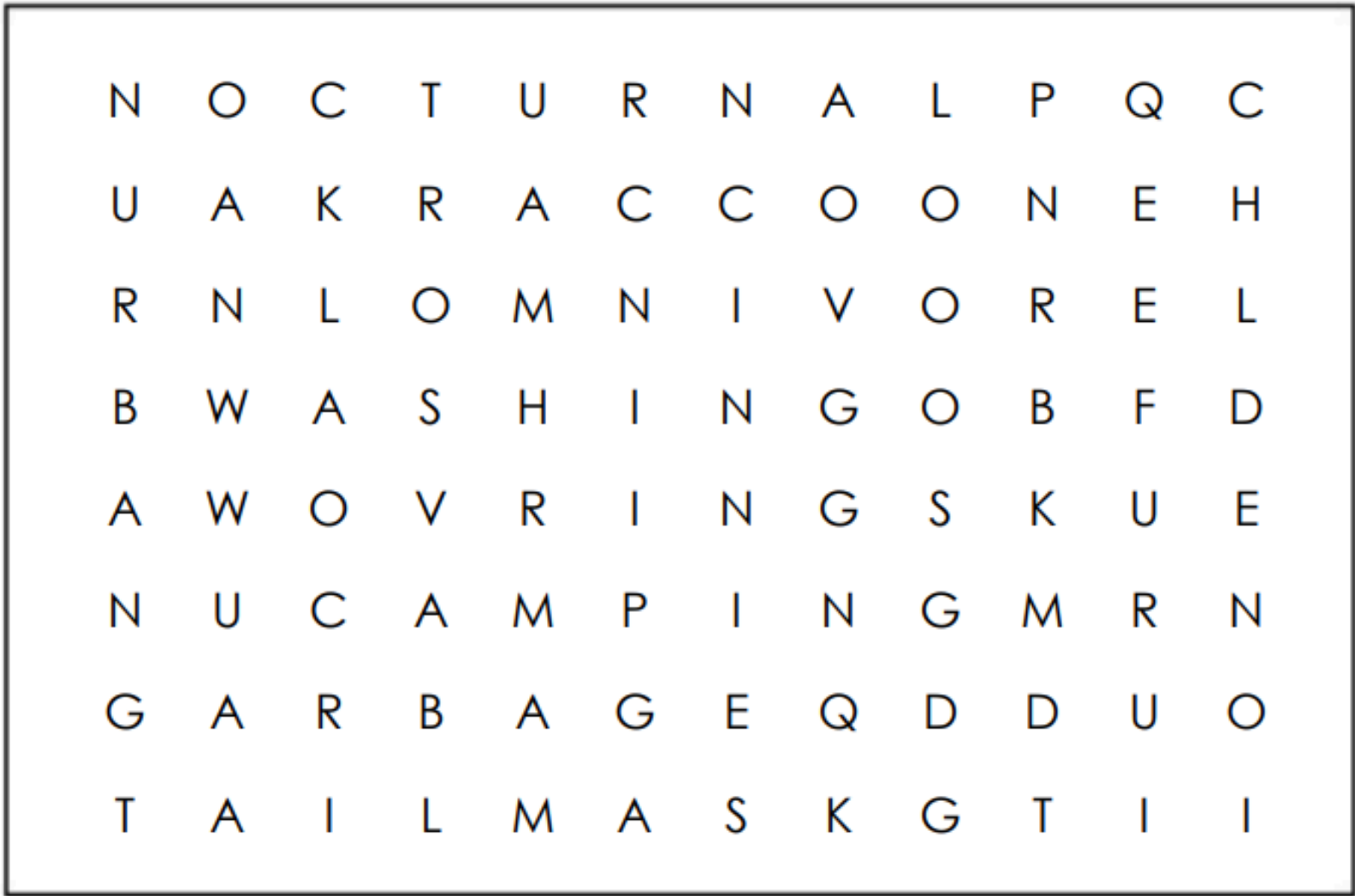
The OFAH | Mario Cortellucci
Hunting & Fishing Heritage Centre



RACCOON WORD SEARCH

JK to Grade 3

Now that you've watched the Virtual Lesson. Use your keen eyesight to see if you can find all of these raccoon related words! How many can you find?



Find the following words in the puzzle.
Words are hidden → and ↓ .



CAMPING
DEN
FUR
GARBAGE
MASK

NOCTURNAL
OMNIVORE
RACCOON
RINGS
TAIL

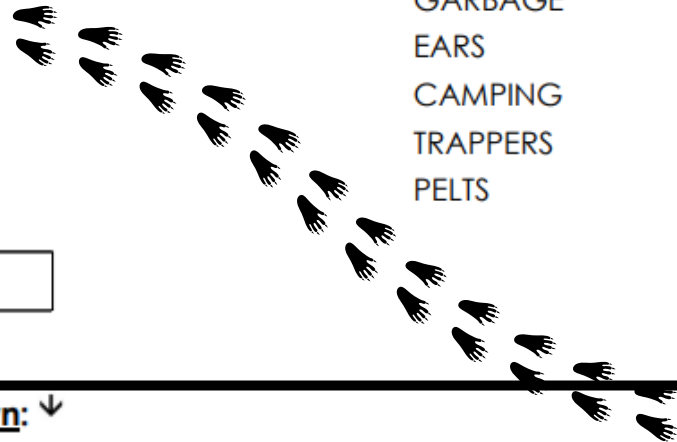
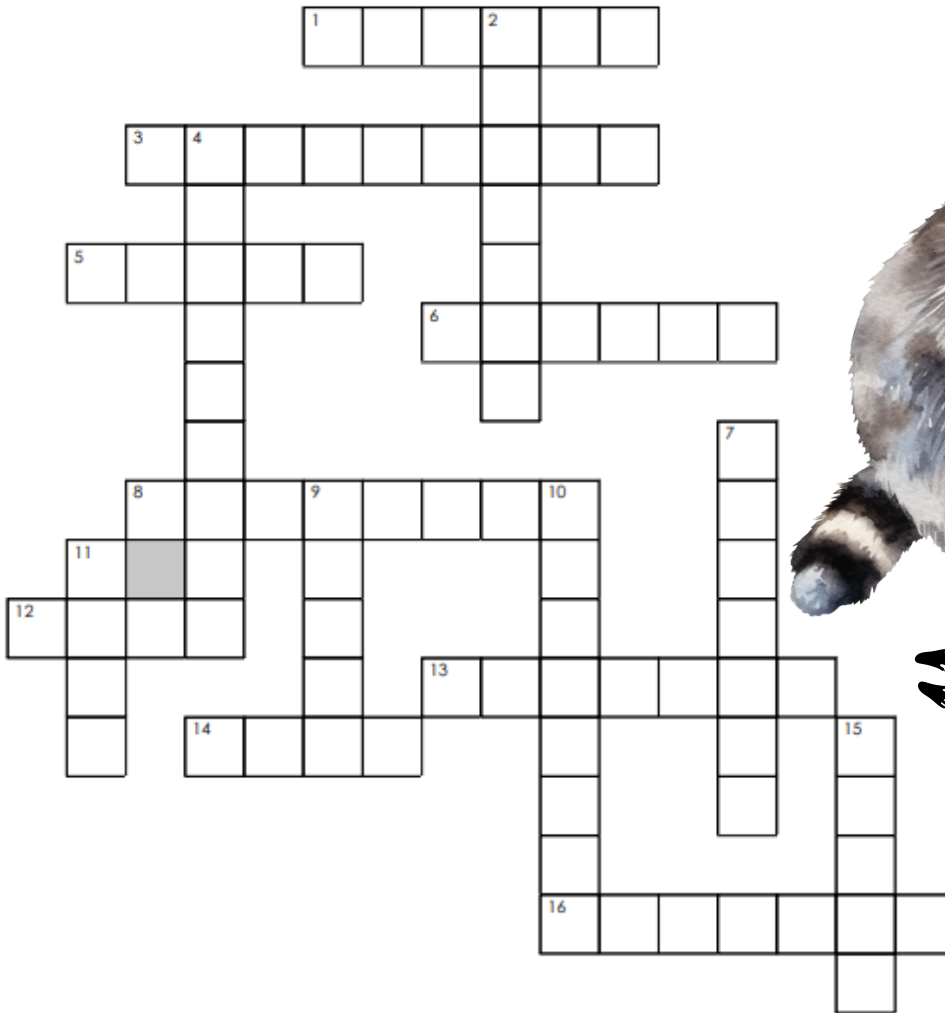
URBAN
WASHING





RACCOON CROSSWORD

How closely were you paying attention to the Virtual Lesson? Fill out this crossword to see what you learned about raccoons!



Word Bank:

- RINGS
- OMNIVORES
- WASH
- SWIMMING
- HANDS
- TORONTO
- ARAKUN
- NOCTURNAL
- MASK
- LIGHTS
- HUNTERS
- GARBAGE
- EARS
- CAMPING
- TRAPPERS
- PELTS

Across: →

1. ___ CAN BE USED WHEN HUNTING RACCOONS
3. THIS IS THE TERM FOR THEIR NIGHT ACTIVITY
5. THEIR FRONT PAWS RESEMBLE THESE
6. THE ALGONQUIN TERM FOR RACCOON
8. ___ CAN LEGALLY CAPTURE RACCOONS
12. THESE FEATURES ARE WHITE TIPPED
13. RACCOONS CAN BE A NUISANCE WHEN WE ARE ___
14. ___ LIKE MARKINGS RUN ACROSS THEIR FACES
16. THEY ARE WELL KNOWN FOR GOING THROUGH

Down: ↓

2. ___ MUST BE ACCOMPANIED BY A LICENSED DOG
4. WHEN IT COMES TO DIET THEY ARE
7. SURPRISINGLY LOTS ARE FOUND IN THIS CITY
9. ___ ARE HARVESTED FROM RACCOON FOR MARKET
10. RACCOONS ARE VERY CAPABLE OF THIS IN WATER
11. THEY ARE KNOWN TO DO THIS WITH THEIR FOOD
15. THEY HAVE 5 TO 10 OF THESE ON THEIR TAILS



OBSERVE! (40 min.)

Walk Like a Raccoon!

JK to Grade 3

You'll need: A space, ideally outdoors, with enough room for students to explore. A smartboard or dry erase board with enough room to chart observations for class discussion.

Set Up: Get students into a space where they can explore. Have a chart for observations ready in the classroom for debriefing.

Explanation:

- Explain to students that they will going on a “walk” but will be doing so in the manner which raccoons use. They will go on a hike, but do it the raccoon way. The class will walk on all fours (or hands and knees), and be very, very quiet. Ask them to think about these questions while they are exploring: What do you see at this level that you never noticed before? What do you smell? (If you're a good raccoon, you'll be sniffing for anything that smells good to eat.) What do you hear?
- Once done this activity, explain that baby raccoons learn by following their mothers. They mimic her behaviour and their natural curiosity then leads them to explore using these tactics. Next, divide your students into groups and assign each group a role related to raccoon behavior. Roles could be foraging, nesting, or climbing. Students can then play follow the leader (the lead student will become the mother) where they line up and follow the actions of the pupil at the front; acting out raccoon roles and discussing how these little critters interact in their natural habitat.
- Debrief afterwards and discuss what they observed exploring as individuals, and what they learned exploring and following their “mother’s” actions.



OBSERVE! (30 min.)

What Advantage Do Hands Give Raccoons?

You'll need: Some pairs of oven mitts, objects for students to manipulate, pick up and interact with.

Set Up: Lay out as many pairs of oven mitts as possible, alongside different objects (toys, pencils and paper, lego pieces, and other small manipulatable objects that you have on hand) set at different stations for students to try.

Explanation:

- Explain to students that they will explore why raccoons have hands instead of more simple paw structures.
- Get oven mitts onto students and have them choose some objects (or set up object stations) that they will try to manipulate with oven mitts on. After they have had some time to attempt to manipulate objects at their station, have them remove the mitts and attempt the activity again. Repeat as many times as necessary for students to get opportunities to try multiple tasks.
- Debrief and discuss with the class. What differences did they notice when using their hands vs oven mitts? Why do you think this hand-like structure is so important for raccoons?



DISCUSS! (45 min.)

Should Humans Have to Share Their Space with Raccoons?

You'll need: A smartboard, chalk board or dry erase board with writing utensil. Students will need blank paper and a writing utensil.

Set Up: Start by making a “T chart” on the board with two headings. One column will be “Arguments Supporting Sharing Space” the other will be “Arguments Opposed Sharing Space.”

Explanation:

- Explain to the class that they will be participating in a debate (when you look at both sides of an argument). Provide students time to research their topic of humans co-existing with raccoons.
- Once they have had some time to research pose the question to students “Should humans have to co-exist with raccoons?” or “Should humans have to share space with raccoons?” Explain that you will be conducting a debate first in small groups and then amongst the class and that they will be charting the various points they make for, or against, humans having to share space with raccoons. They can also consider what challenges proximity to raccoons present, and any benefits that this may have.
- In small teams have students participate in a role play debate (Humans Vs Raccoons). Students will examine different points of view or perspectives related to the RACCOON issue: Should humans have to share their space with raccoons? They will articulate and justify their position. They will record arguments in support of and opposing on a their own T-Chart.
- After this is complete, have students decide upon a side of the argument and explain that they will be creating a written outline for their argument/perspective. They will be creating a sheet with the follow headlines. 1.)Topic Argument 2.) Their position 3.) Three supporting statements for their position 4.) Three questions for the opposition
- Tell the students that based on their stance on the argument they will be split up into two teams. Give them advanced warning that there needs to be enough people in support of and opposing, so some students may be arguing the opposite of what they believe (let them know the sign of a good debater is someone that can do that successfully).
- Once the class is split into two teams have the students use their research notes, T-charts and their written outline for arguing their position from the smaller group discussions to argue their perspectives with the class en masse. Discuss this with the class and chart the findings on the board for everyone to follow along with.
- After this large class debate ask students to reflect. Were they surprised by any arguments posed? Were any points made that they did not consider? Were they actually arguing the position they feel? Did anyone change their mind?
- If you choose to extend this activity, you may ask students to write a small essay piece arguing the position that they charted for the purposes of this debate.