

# Whose Clues?

Location: RiverWalk Learning Station 2

Program Levels: All

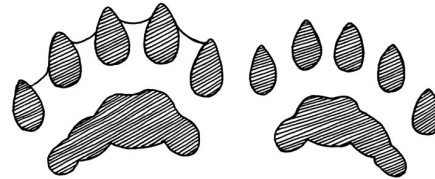
**Objective:** Girls will observe and identify clues to draw conclusions about the types of wildlife present in the area.

## Materials Provided

- Survey flags
- Whose Clues?* question sheets
- Tracking guides
- Plaster track molds
- \* Clipboards

## Materials Needed

- ❖ \* Paper
- ❖ \* Pens/pencils



## Activity Steps

1. Introduce the concept of tracking animals. Emphasize that just because the girls do not see animals does not mean they do not live here. Often animals are scared of people and will hide or leave when they hear us.
2. Have girls use the plaster track molds to create tracks. This will help them be able to identify actual tracks later. Encourage them to try to print on both the gravel trail and the dirt. Which leaves a better print?
3. Divide the girls into small teams of 2-4 girls. Give each team several survey flags, a *Whose Clues?* question sheet, a tracking guide book, a clipboard\*, paper\*, and a pencil\*.  

*\* Daisies and Brownies may want to present orally instead of writing their findings down. In this case they do not need the starred items.*
4. Explain that girls will be working in teams to find clues that animals have been in the area.
5. Define the boundaries of the search area for the teams. Your area will depend on the age and number of girls in your troop/group. A good rule of thumb is to ensure girls stay within sight distance, but with a large troop of older girls you may want to allow them to explore a larger area.

6. Set a search time limit of 10-20 minutes. During this time, teams should try to find as many clues as possible. When they find a clue, they should mark the location with a survey flag, then answer the *Whose Clues?* discussion questions for that clue, using the animal clue cards to help with identification.

*Younger girls should have an adult with each team to assist with reading clue cards and keeping the girls focused and together.*

7. At the end of the search time, regroup and take the entire group on a tour of the marked clues. At each clue, the girls that marked it should present the clue and the answers to their questions to the rest of the troop. Remember to remove each flag after the clue is presented!

### **Whose Clues? Discussion Questions**

- What kind of sign is it? (*track, scat, evidence of feeding, actual remains, a nest, a path or tunnel, etc.*)
- What type of animal do you think left the sign?
- When you look at scat or pellets, can you tell what the animal had been eating? (*girls may poke scat with a stick, but should not touch it with their bare hands*)
- For each of the above questions, how could you find out if your answers are correct?

### **Extensions**

#### **On the Trail**

Encourage girls to continue looking for animal clues as they walk along the RiverWalk trail. When clues are found, have the group stop and briefly discuss the above questions.

Keep track of all the clues you see. Are there lots of clues left by one type of animal or a few clues left by lots of different animals?

#### **Beyond the Trail**

Look for signs of animals near your house or meeting place. Even if you live in an urban area where tracks are unlikely, you might see birds' nests or mole tunnels.