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# Chapter Four

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## Lesson One: Camping

### LEARNING OUTCOMES:

From this learning experience, the students will:

- Explain camping in the outdoors.
  - What?      -When?
  - Where?    -Who?
- Recognize and value experiences inherent in camping.

### RESOURCES/MATERIALS:

- All manner of camping equipment:
  - backpack    - rain cover    - sleeping bag
  - mattress    - lantern       - pots/pans/utensils
  - stove        - matches      - fuel           - tent
- Artificial campfire or lantern. (Optional)

### INSTRUCTIONAL STRATEGIES:

1. In a campfire setting discuss camping.

- types of camping (trailer, tent, canoe trips etc.)

- why camp? (include recreational and vocational)
- who camps?
- food used in camping.

2. Unpack items of camping gear and elicit their uses.

3. Give out marshmallow treat. (Optional)

**ASSIGNMENT:**

1. In their notebooks students record the necessary contents of a backpack.

**ASSESSMENT:**

1. Students will

a) describe an imaginary/real camping experience

OR

b) demonstrate the use of their "ideal" back pack contents to each other

OR

c) write journal entry(s) of a camping experience (real or imaginary)

OR

d) demonstrate why one particular type of camping is preferred.

# Lesson Two: Howling

## LEARNING OUTCOMES:

From this learning experience, the students will

- Identify common feelings associated with the wolf.
- Describe how to put up a tent.

## RESOURCES/MATERIALS:

- Tent.
- Picture of a wolf.
- Tape recorder and tape of wolf howls.

## INSTRUCTIONAL STRATEGIES:

1. Prior to this lesson

- Display samples of material portraying images of the "bad" wolf.
- Read wolf stories to the class. (see bibliography)

2. Set the mood for this lesson by

- Putting up a tent and
- Discussing with students the dangers inherent in camping.

3. Play wolf howls while students concentrate on the photograph of the wolf.

4. Identify and discuss feelings elicited by howling wolves.

## ASSIGNMENT:

1. Students fill out Howling sheet. (I.A.S. 2)

2. Class develops a chart paper list from individual Howling sheets. (Display it!)

**ASSESSMENT:**

1. Students will, at the conclusion of the program, compare their initial responses to wolf howls to how they feel now.

# **LESSON THREE: RESEARCH**

## **LEARNING OUTCOMES:**

From this learning experience, the student will:

- Describe the work of a wolf researcher.
- Understand the difficulties inherent in this vocation.

## **INSTRUCTIONAL STRATEGIES:**

1. Review the reasons why people camp in the wilderness.
2. Identify occupations which require camping.
3. Discuss the work of a wolf researcher. (see bibliography)
4. Distribute Novice certificates. (see Awards Criteria).

## **ASSIGNMENT:**

1. Students cut out Novice Certificate and mount it on coloured 8 1/2" by 11" sheet and put it in their Wolf Awareness folder.

## **ASSESSMENT:**

1. Students will develop a list in their Wolf Awareness folder of wolf researcher skills that would be needed in order to be employed in this occupation.

# LESSON FOUR: FIREBUILDING

## LEARNING OUTCOMES:

From this learning experience, the student will:

- Explain how to build a fire.
- Know the fire safety rules.
- Demonstrate how to extinguish a fire.

## RESOURCES/MATERIALS:

- matches
- tinder
- kindling
- fuel
- marshmallows
- water/sand
- garbage bag

## INSTRUCTIONAL STRATEGIES:

1. In the classroom elicit from the students the importance of fire to wilderness life/work. e.g. food/water/and warmth need fire
2. Demonstrate how to build a safe fire.
  - Take the class to a suitable location on the playground. If necessary provide a fire retainer such as an inverted metal garbage can lid.
  - Seat students upwind with a view of the proceedings.
  - Through questioning, elicit the steps in firebuilding. Introduce words such as tinder, kindling and fuel. (Tinder is small enough that the heat of a single match can ignite it. Kindling is a little larger in size and needs the additional heat of the tinder to ignite it. Fuel requires a lot of heat to start to burn. This is provided by the kindling.)

- Bring out the three essentials for starting a fire. (Something to burn, sufficient heat to ignite the fuel and air to support combustion.)
- Discuss fire safety. (Have an adult present, choose a safe place, don't lean over the fire and make sure water is available.)
- Give out marshmallows and sing a camp song or two.
- Students explain how to safely extinguish the fire and follow these steps to completion.
- Clean up the area.

**ASSIGNMENT:**

1. Using a cartoon strip format, students will develop a visual representation of building a campfire including all the steps and safety rules.

**ASSESSMENT:**

In their Wolf Awareness Folder, students create a record of how to start a fire, how to put one out and fire safety rules.

# LESSON FIVE: PREY OF THE WOLF

## LEARNING OUTCOMES:

The student will:

- Describe how some animals are able to defend themselves from predators.
- Explain why wolves hunt in packs.

## INSTRUCTIONAL STRATEGIES:

1. Display the following statement “*The wolf is a coward. It only hunts in packs and it preys on defenceless animals*”.

- Students read the above and indicate whether or not they believe it to be true.
- View PREY SPECIES SLIDES (B-1 - B-8) focusing on the means for defence used by each animal.
- Following this discussion elicit reasons from the students why wolves hunt in packs and what abilities they need to do this.

(Excellent organization, social order, communication as well as a effective strategy for each prey species.) Relate all of this to human team sports.

*Wolves have an average success rate of less than ten percent when hunting most ungulates.* (Hoofed animals)

**ASSIGNMENT:**

1. Develop a chart illustrating each prey species and listing its means of defence.

**ASSESSMENT:**

1. Students compare wolf hunt behaviours with team sports behaviours. (e.g. Similarities/Differences), presenting it in chart form.

2. Students rewrite the original statement: "The wolf is..." using information learned in this lesson.

Stress the need to examine available information before one makes value judgements on animals other than humans.

- **IN BIOLOGICAL TRAINING ONE LEARNS TO KNOW BETTER THAN TO APPLY MORAL JUDGEMENTS TO NATURAL PROCESSES.**

# LESSON SIX: COMMUNICATION

## LEARNING OUTCOMES:

From this learning experience, the students will:

- Identify various human emotions.
- Infer wolf communication.
- Extrapolate to other animals.

## INSTRUCTIONAL STRATEGIES:

1. Students will:

- Demonstrate non-verbal communication by acting out emotions such as happy, sad.
- Following these examples ask for student volunteers to act out other emotions such as fear, anger, surprise, disappointment, confusion etc.

2. Discuss how in a similar manner, wolves communicate with each other.

- Show slides D-1, D-2 and D-3 and review canid non-verbal behaviour.
- Elicit ear position, tail position, head position, facial expression.
- Point out that, unlike humans, wolves cannot lie about how they feel. Non-verbal communication in wolves is very highly evolved and serves to protect wolves from injury from one another.

**ASSIGNMENT:**

Given four wolf bodies, various tails and heads (I.A.S. 8) students will compose an Dominant Wolf, an Aggressive Wolf, a Submissive Wolf and an Average pack member.

**ASSESSMENT:**

1. Students cut out and label four animal pictures illustrating dominance, aggressiveness, submissiveness and normality.

# LESSON SEVEN: WOLF/DOG

## LEARNING OUTCOMES:

From this learning experience, the students will:

- Explain why we have dogs for pets.
- Compare and contrast the traits of their family pet, the dog, to those of its ancestor the wolf.

## INSTRUCTIONAL STRATEGIES:

- Discuss having a dog for a pet: Names? Types? Tricks? Care? Work?
- Establish why we allow dogs to live with us. (Love, affection, companionship, playmate, do work etc.)
- Elicit that the dog, like humans, is capable of forming very strong and longlasting social bonds.
- Explain the fact that the origin of the dog lies with the wolf. (12,000 to 15,000 years ago the dog split off from the wolf) The traits we love so much in the dog therefore come from the wolf. What we love in the dog is its wolf characteristics. When you look at the dog you are seeing the wolf.
- Discuss xenophobia and infantilization.

## ASSIGNMENT:

1. Students select and research a dog breed.

## ASSESSMENT:

1. Students list similarities and differences between wolves and dogs using the Wolves are...Dogs are... (I.A.S. 4).

# **LESSON EIGHT: CANID FAMILY**

## **LEARNING OUTCOMES:**

From this learning experience, the students will be able to draw comparisons among:

- wolves
- coyotes
- foxes
- dogs

## **RESOURCES/MATERIALS.**

See bibliography.

## **INSTRUCTIONAL STRATEGIES:**

1. Using the canid slides, and pictures

- Discuss the similarities and differences between the coyote, the wolf, the fox and the dog.

## **ASSIGNMENT:**

1. Students will complete I.A.S # 8.

## **ASSESSMENT:**

1. Students will choose two canids and describe and illustrate the ideal habitat for each animal.

# LESSON NINE: WOLF PUPPIES

## LEARNING OUTCOMES:

- Students will differentiate between adult wolves and wolf pups.

## INSTRUCTIONAL STRATEGIES:

1. Show canid slides A-1, A-2 and A-3
  - Discuss what is meant by proportional sizing.
  - Identify the body parts of the wolf puppy which are different from the adult. (Ears and feet appear to be out of proportion)
  - Discuss what takes place as the wolf puppy grows. Large ears and large feet grow into adult characteristics which are more proportional to the whole body. Relate this information to the large head of human babies.

## ASSIGNMENT:

1. Using books and other information sources, students will record the following information.

Wolf facts: Eyes are closed when born and ears are plugged. Eyes open at approximately 12 days and ears become functional at approximately 22 days.

## ASSESSMENT:

1. Students choose two other animals and cut out and label the adult and young of each, indicating the physical differences.

# LESSON TEN: NURSERY STORIES

## LEARNING OUTCOMES:

1. The students will:

- Differentiate good from evil.
- Identify how good and evil are portrayed in the media (Prints and Visual).

## INSTRUCTIONAL STRATEGIES:

1. Obtain some primary books on nursery stories involving the wolf. (e.g. Peter and the Wolf, Little Red Riding Hood, The Three Little Pigs etc.)

- Read the stories and show the illustrations.
- Have children identify how the authors and illustrators have depicted the characters in the stories.
- Develop a list of the following.

## GOOD CHARACTERS

Bright colours  
Happy  
Smiling  
Handsome  
Kind

## BAD CHARACTERS

Dark colours  
Angry  
Snarling  
Ugly  
Drooling  
Claws and teeth show  
Usually alone  
Nocturnal Settings

- Discuss the concepts of good and evil. Explain that these stories illustrate the battle of good against evil and that the wolf has become the symbol of evil.

**ASSIGNMENT:**

1. From T.V. students will choose a Hero and a Villain and develop a list of that heroes and villains characteristics.

**ASSESSMENT:**

1. Rewrite any wolf related story, making the wolf the hero. Be sure to illustrate the wolf using good characteristics from the developed list.

OR

2. Create a scene where the wolf is the hero. Place a caption underneath explaining the drawing.