



Washington
Department of
**FISH and
WILDLIFE**

Wildlife Doctors

6-8th Grade

Themes: Wildlife Science

Location:

The PowerPoint can be taught in a classroom setting. You can play the "What a Dilemma" game outside on your school grounds or closest green space.

Remote learning modification: Lesson can be taught over Zoom or Google Classrooms.

Standards:

NGSS

[MS-ESS3-3](#)

Apply Scientific principles to design a method for monitoring and minimizing a human impact on the environment.

CCSS

[CCSS.ELA-LITERACY.WHST.6-8.2.A](#)

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

[CCSS.ELA-LITERACY.WHST.6-8.2.B](#)

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

WA OSPI

[Standard 3: Sustainability and Civic Responsibility](#)

Students develop and apply the knowledge, perspective, vision, skills, and habits of mind necessary to make personal and collective decisions and take actions that promote sustainability.

Modifications, Adaptations:

For COVID-19 distance learning, or other remote learning modification, look for **remote learning modifications** throughout the lesson plan.

K-5 students can watch the same videos in the PowerPoint, but with the accompanying PAWS Academy worksheets. The "What a Dilemma" game would also be appropriate for 4-5th grade students.

PAWS Academy worksheets:

- [Night Herons Journey Back to the Wild](#)
- [You Found a Hurt Wild Animal, Now What?](#)

Materials:

WDFW Wildlife Rehabilitation PowerPoint, "What A Dilemma" game PDF, Wildlife Rehabilitation Communications Assignment PDF. Students will need computers and internet access.

Vocabulary:

Animal husbandry: The science of caring for animals.

Ecology of a species: The knowledge of what the species eats, how they catch their food, their predators, habitat, lifestyles, common illnesses and diseases, and behavioral characteristics.
Euthanize: To put a sick or injured animal to death gently and humanely.

Habituation: When an animal loses fear of humans and goes to humans for food or other needs.

Imprinting: A critical behavior that helps to establish the concept of "parent" and "self." Taking place early in life, it is a process that is irreversible. When wild animals imprint on humans, they most likely will be euthanized.

Sustainability: The avoidance of the depletion of natural resources to maintain an ecological balance and ensure that future generations have access to the resource.

Wildlife rehabilitation: The act of restoring an orphaned, sick, or injured animal back to health.

Wildlife rehabilitator: A person with the necessary medical knowledge, skills, training, and licenses and permits to rescue orphaned, sick, or injured wildlife and restore it back to health.

Objectives:

Students will..

1. Recite four reasons why wildlife rehabilitation is a medical profession and two roles rehabilitators play in their communities.
2. Determine what the best course of action would be if they find an injured or sick animal by role playing with their peers.
3. Plan, design, and create a communications plan focused on informing community members why they must take sick and/or injured wildlife to a rehabilitator.

Procedure:

What is wildlife and wildlife rehabilitation?

Open the WDFW PowerPoint, "Wildlife Rehabilitation". Make sure presenter notes are on.

Ask students to take notes. They should write:

- Four reasons why people should take a sick or injured wild animal to a licensed rehabilitator
- Two roles that wildlife rehabilitators play in communities.
- Slide 2 asks students to define wildlife.
 - o How is wildlife different from domestic animals?
- Slide 3 answers this question with the example of a cougar and domestic cat.
- Slide 4 asks students to think about where people take sick domestic animals. Slide 5 shows students where to take sick or injured wildlife-to wildlife rehabilitators.
- Slide 6 introduces students to the importance of keeping wildlife wild. Slides 7-9 introduce wildlife rehabilitation as a medical profession. On any given day, wildlife rehabilitators need to know the ecology of multiple species, including how to care for them, their habitat, feeding, and blood levels.



- Slide 10 takes students on a visit to PAWS (Progressive Animal Welfare Society) Wildlife Center in Lynwood.
- Slides 11-12 reiterate why it's important to take sick or injured wildlife to a licensed rehabilitator.
- Slides 13-16 explain the roles wildlife rehabilitators play in their communities.
- Slide 17 explains what to do if you find an injured animal and takes students back on a trip to PAWS.
- Slide 18 shows the WDFW website to find a licensed rehabilitator.

After the slideshow, ask students to name four reasons why people should take a sick or injured wild animal to a licensed rehabilitator and two roles that wildlife rehabilitators play in communities. Write these down on a board or [virtual whiteboard](#).

What a Dilemma

Open the "What A Dilemma" PDF. This activity from Wisconsin Department of Natural Resources is designed to have students role-play scenarios they might encounter when finding potentially sick, injured, or orphaned wild animals. The cards' front side lists the scenario and the back side lists possible actions for students. Ask students to work in pairs or small groups. Remote Learning Modification: Use breakout rooms and choose the appropriate course of action. Correct answers are listed on the teacher pages. We recommend giving students class time to go through some of the problems, and then share the solution they chose, and why, as a class.

Creating a Communications Plan

Pass out, send, or post the "Wildlife Rehabilitation Communications Plan" assignment. Arrange students in groups of three. We recommend giving students one week for the assignment. Review their plan, including feasibility and level of detail. Then, give them another week or two to carry out their projects.

Students should share their projects with the class.

 **Idea:** Show off your students' work! Share student projects from this lesson with WDFW.
Facebook: @WashingtonFishWildlife
Instagram: @TheWDFW
Twitter: @WDFW
#WildWashington #WildWa

Did you teach this lesson? [Give us your feedback.](#)

Additional Resources :

We encourage you to use the following resources as either a supplement to this lesson, or to share the resources with students for their project.

Supplemental activities:

- [PAWS Academy](#)
- [Explore Wildlife Rehabilitation](#)

Other resources:

- [How to find a licensed rehabilitator- WDFW](#)
- [About wildlife rehabilitation in Washington- WDFW](#)
- [When not to rescue a wild animal- WDFW](#)
- [Washington Wildlife Rehabilitation Association](#)

Articles about wildlife rehabilitation:

- [What is Good Wildlife Rehabilitation-Louise Shimmel, Cascades Raptor Center](#)
- [Western Pond Turtle Shell Disease-WDFW](#)