

## Sage-Grouse Scavenger Hunt Activity

<b>Created by:</b> IRRRC	<b>Time Required:</b> 30 minutes for planning, 1 day for field trip, 1 hour to sort list into categories
<b>Subject:</b> Science	<b>Grade Level:</b> 5+

<b>Overview</b>	Students will take pictures or video of items on a scavenger hunt list during a field trip.
<b>Goal(s) &amp; Objective(s)</b>	Students will recognize the significance of items in sage-grouse habitat to the bird's survival. Students will sort items they see into three categories – beneficial, detrimental or “it's complicated”. Students will be able to verbalize that a single solution will not bring sage-grouse populations back.
<b>Materials</b>	<ul style="list-style-type: none"> <li>Worksheet and pencil</li> <li>Video recorder or camera to be used by students with teacher supervision</li> <li>Color printer (optional)</li> </ul>
<b>Teaching Activities: Instructional Approaches/Strategies</b>	<p><b>Introduction:</b></p> <ol style="list-style-type: none"> <li>1. Many factors influence how well sage-grouse survive and thrive on an area of land. Some of these factors are quite surprising! Be sure to familiarize yourself with the list and the answer key before presenting to students.</li> <li>2. (Optional) To introduce the issues and facts about sage-grouse, use the sage-grouse fact sheet, the PowerPoint, or the brochure</li> </ol> <p><b>Procedures:</b></p> <ol style="list-style-type: none"> <li>1. Hand out the Scavenger Hunt List. During the field trip there will be experts (biologists, teachers, ranchers, land managers) who may be able to help you. Be sure to ask them if you need to find something.</li> <li>2. Are there any of these items that surprise you? Discuss.</li> <li>3. After this field trip, we will be sorting these items into “beneficial, detrimental, and ‘it's complicated’” categories</li> <li>4. Divide students into groups based on the number of recorders/cameras. They will need to fill out the check sheet as they go.</li> <li>5. Be sure students have the check sheet on the bus – have students get with their group</li> </ol> <p><b>Procedures after the trip</b></p> <ol style="list-style-type: none"> <li>1. Have students get with their groups. Go over the list and ask for</li> </ol>

	<p>student input as to why different factors were important.</p> <p>2. As a class, use a whiteboard to place the factors under the different categories “beneficial, detrimental, and ‘it’s complicated””.</p> <p><b>Closure</b></p> <p>1. Ask students to respond to the question (either verbally or as part of a journal/quiz/exit sheet) Is there a single thing that can be done that would completely bring back sage-grouse populations? If so, what. If not, why not?</p>
<b>Assessment:</b>	Students should be able to answer the closing question that no, the sage-grouse situation is complicated, and many factors are involved in their recovery.

**Modification:** Make the scavenger hunt a contest – awarding points based on how many students find the more unusual items (for example, a picture of sagebrush is worth 1 point, a picture of a raven 2 points, and a picture of a coyote 3 points)

## Sage-Grouse Scavenger Hunt

Item	X when found	Order #	Benefit	Detriment	It's Complicated	Notes
Sagebrush						
Perennial Grass						
Forb						
Noxious weed (list species under "notes")						
Juniper						
Cheatgrass						
Medusahead wildrye						
Riparian Area						
Male Sage-grouse						
Female Sage-grouse						
Crow						
Raven						
Bird of Prey						
Coyote						
Stray dog						
Stray cat						
Climate monitoring equipment (climate change)						
Evidence of hunting						
Evidence of fire						
Standing water						
Fence						
Tall structure (sign, building)						
Radio Telemetry equipment						
Livestock						