



*Strengthening the bond between people and the living earth*

## Webelos Scout Activity Packet

***Welcome to the wonderful world of animals at The Minnesota Zoo!***

We are so glad you have decided to spend your day with us to learn more about plants, animals and the places they live! Our world is a special place and needs special care from people just like you.

The Minnesota Zoo Webelos Scout Activity Packet has been designed just for you. There are nine activities to choose from. Webelos Scouts can complete a minimum of **six** activities to earn a Zoo patch.

Patches are \$3.00 each and can be purchased at Guest Services. If you are unable to finish all activities during your visit, feel free to complete them at a later date. *However, you will want to purchase the patch before leaving.*  
***The Minnesota Zoo patch is only available at the Minnesota Zoo not available at the Council Scout Office.***

You can start the activity packet anywhere in the Zoo, but the *easiest* way to complete it is to follow the route the questions take you.

Now, on with your adventure...we hope you learn many fun and interesting things, and—**HAVE FUN!!**

## \_\_\_\_\_ 1. Animal Classified (All Zoo animals)

Animals are placed into different groups depending on basic characteristics.

The five groups are:

- **fish (breathes with gills)**
- **amphibians (young live in water, adults live on land)**
- **reptiles (scales and cold-blooded)**
- **birds (feathers)**
- **mammals (hair/fur and produce milk)**

Putting animals into groups is called classification. Decide which group the following animals belong to.

1. Shark \_\_\_\_\_
2. Dolphin \_\_\_\_\_
3. Bali Mynah \_\_\_\_\_
4. Brown Bear \_\_\_\_\_
4. Gray Wolf \_\_\_\_\_
5. Salamander \_\_\_\_\_
6. Komodo Dragon \_\_\_\_\_
7. Seahorse \_\_\_\_\_

Using the above animals, try to come up with two different ways to group them. (For example: comparing their sizes.)



\_\_\_\_\_ 2. **MAD ABOUT MADAGASCAR!** (Tropics Trail)

As you begin the Tropics Trail look to your left and you will see a graphic (board with writing on it) with a red dot on it. The graphic talks about something called **Biodiversity Hot Spots**. What does the red Hot Spot dot symbolize?

What is a biodiversity hotspot and how many are there?

**(Follow the path to the next graphic located on right to answer the next four questions)**

Where is Madagascar and how big is it?

How is it that Madagascar developed odd and creative adaptations to the challenges of surviving?

What does the word endemic mean?

Compare the number of Madagascar's endemic species with Minnesota's.

<u>Minnesota</u>	<u>Madagascar</u>
Mammals:	Mammals:
Plants:	Plants:



\_\_\_3.

**TAPIR CAPER**

**(Tropics Trail)**

Tapirs are very different looking animals that some people don't like simply because they look so odd. Sometimes, the more we understand things, the better we appreciate them.

You're about to be a tapir expert... look to the left of the tapir exhibit. There you will see a green sign that says, "Malayan Tapir." To the left of the exhibit is a sign that says "Mixture is Finished". This is where you will want to look to get the answers to the questions below.

A tapir has an excellent sense of \_\_\_\_\_ but poor \_\_\_\_\_.

Answer at least three questions below. You can do them alone or split up so groups of scouts can answer different questions. Share the answers after.

- Where do they live? \_\_\_\_\_
  - What do they eat? \_\_\_\_\_
  - What is the biggest threat to the tapir? \_\_\_\_\_
- 

Is the tapir closely related to the elephant? \_\_\_ Yes \_\_\_ No

Surprise! The tapir is related to rhinos & horses (not anteaters and elephants).

These black and white animals live on the forest floor under the plants. How do you think their color helps them? (this answer can be found on the 2<sup>nd</sup> graphic located across from the tortoises)

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**4. WHO ARE OUR ANIMAL NEIGHBORS?**

We have looked around the world to view animals that live in all different kinds of warm environments. Take a moment to think of the animals here in Minnesota. Below, list animals that could be found in your backyard, Local Park or community (for example: blue-jay). Include some of our winter and summer residents.

- |          |          |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |



**5. EAGER BEAVER! (Minnesota Trail)**

Did you know that beavers are rodents? They are the largest rodents living in Minnesota! Beavers are semi-aquatic, meaning that live both in and out of the water. A beavers' home is called a dam, which they build themselves out of trees. The dam serves both as a protection against predators, such as coyotes, wolves and bears, and to provide easy access to food during winter. This activity involves observing the beaver' exhibits and then answering some beaver related questions. Information is posted around the beaver exhibit. (Beavers are a nocturnal animal, so they may be in their lodge)

1. What kind of environment do beavers live in? What does this environment provide that beavers need to live?
2. Beavers have large front \_\_\_\_\_. What do they use these for?
3. Beavers have long, flat \_\_\_\_\_. What do they use it for?

4. How do beavers build their dams? List the six steps below and provide a brief description of each step:

1.

2.

3.

4.

5.

6.

\_\_\_\_\_6. **WILD WILD WOLVES!**

**(Minnesota Trail)**

The type of wolf that lives in Minnesota is called the Gray wolf, and there are approximately 3000 of them living in the state. Gray wolves are the largest of the canine family. This activity requires you to observe the wolves and also learn about them from information posted around their exhibit.

1. What is the specific name of the Gray wolf? C \_\_\_\_\_ L\_\_\_\_\_

2. What does a Gray wolf look like?

Height?

Weight?

Does this differ for males and females? How?

Colors?

3. Do wolves live alone in the wild? Explain.

4. What do wolves eat? How do they get their food?

5. BEHAVIOR: Watch one wolf for 2 minutes. Describe some of the behaviors you see. Are they sleeping? Eating? Running? Playing?

6. COMMUNICATION - Go to the communication kiosk in the wolf rotunda. Here you will see buttons you can push to hear the different sounds that the Gray wolf makes. Please briefly describe what the sounds mean:

Lone Howl:

Group Howl:

Growl:

Whimper:

Bark:



\_\_\_\_\_ 7. **ANIMAL OBSERVATION** (Snow Monkeys)

Although Zoo animals are not in their natural setting, they increase our understanding of animal behavior in the wild and how to study them in the field. You will be observing an animal using an observation technique called *instantaneous sampling*. This means behavior is measured at interrupted times.

The Japanese Macaques (Japanese Snow Monkeys) provide the best observation opportunity.

The behaviors you will be looking for are *grooming, foraging and other*. Review all the behaviors and their definitions below before you begin so you are familiar with them and their meanings.

1. Use the activity sheet from page eight to complete this activity. You will record a behavior every 30 seconds over a period of ten minutes. **Your leader will need to have a stopwatch or a watch with a second hand to keep track of the 30 minute intervals.**
2. Select ONE monkey to observe during this time period.
3. When your leader tells you "time," record the behavior you observe at that exact time. It will either be grooming, foraging or other.
4. Do this every 30 seconds until all 20 lines have been filled.
5. At the end of your observation, total each column and figure out the number of times your monkey spent grooming and foraging, as well as any other behaviors you observed. Note that sometimes the monkeys aren't very active. This is natural with all animals at certain times. Record the numbers you have above the number 30 in the boxes at the bottom of the chart where it says "totals".

**Behaviors are as follows:**

**Foraging:** when a monkey picks up small objects such as a grass blades, seeds, and insects from the ground with its hands.

**Grooming:** when a monkey parts fur with its hands and removes fine particles with its fingers or lips.

**"Other"** behaviors might include the following:

**Branch-shaking:** shaking a branch-a display to attract attention.

**Climbing:** any movement on vertical surfaces.

**Resting:** animal is standing, sitting, or reclining, is inactive and still.

**Social behavior:** any contact between the animal under observation and one or more animals of the same species.

# Snow Monkey Observation Worksheet

Observer's name: \_\_\_\_\_.

Description of observed animal:  
\_\_\_\_\_  
\_\_\_\_\_.

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Weather: \_\_\_\_\_

Location of observed animal:

Time	Grooming	Foraging	Other
.30			
1.00			
1.30			
2.00			
2.30			
3.00			
3.30			
4.00			
4.30			
5.00			
5.30			
6.00			
6.30			
7.00			
7.30			
8.00			
8.30			
9.00			
9.30			
10.00			
TOTALS:	— 30	— 30	— 30

Why do you think observing the weather is important during your observation?

What did you learn from this activity?

\_\_\_ 8.                    **POLLUTION SOLUTION**                    **(Discovery Bay)**

List different kinds of ocean pollution you find in the Discovery Bay garbage exhibit (under the tide pool sign to the right of the tide-pool).

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

List three ways that this pollution can be harmful to animals.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Think about where this pollution comes from and create a useful solution to improve the pollution problem.

Make your solution into a game, a collage, a poster, or even a play or song and perform it at one of your next meetings.

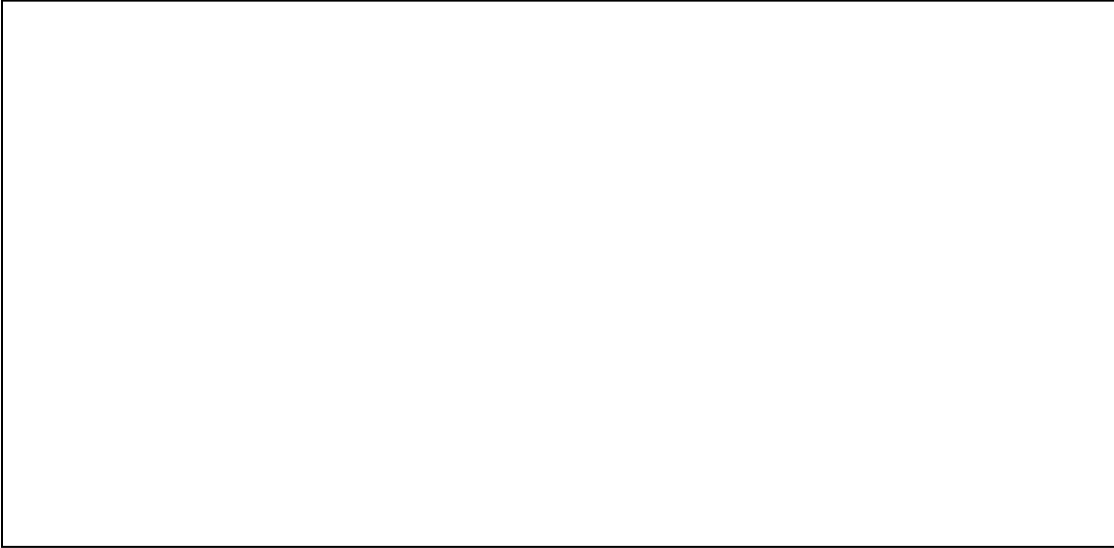


\_\_\_\_\_ 9.                    **CAREER CORNER**

During your visit today, find out what it is like to work or volunteer at a Zoo. Look for a volunteer who is dressed in a blue shirt, or a staff member dressed in a Zoo uniform. Ask them the questions below (**A volunteer booth is located across from the main gift store by the main entrance. You might also find them on the trails talking to visitors.**)

1. What do you like most about volunteering/working at the Zoo?
2. What training or education did you take to volunteer or work in your job?
3. What advice would you give someone who is interested in working or volunteering in a Zoo someday?

Just for fun! Draw your favorite animal below.



We hope that you have learned many interesting things about animals, the next step is to take that information out into your community and teach others about this precious resource. Keep the spark going so that everyone will have the opportunity to see animals in quality zoos and best of all, in their natural environment for years to come.



Now that you have completed your six activities please sign your name below and have an adult sign as well. Congratulations!!! You have completed The Minnesota Zoo Cub Scout activity packet and may now receive your Zoo patch!! *If you are completing some activities after your zoo visit, you may still take the activity patch home with you today. It is not available at your local Council Scout Office.*

\_\_\_\_\_  
**(Scout name)**

\_\_\_\_\_  
**(Scout leader)**

\_\_\_\_\_  
**(Scout parent)**