NATURE'S CURIOSITIES

A Winter Field Study for Division 2 Students

FISH CREEK ENVIRONMENTAL LEARNING CENTRE

FishCreek.Education@gov.ab.ca

www.Fish-Creek.org

CONNECTING PEOPLE WITH PARKS
FISH CREEK ENVIRONMENTAL LEARNING CENTRE

Alberta Parks

Introduction

This is a curriculum-connected, full day study with multidisciplinary preparatory and post-visit resources. The intent is to offer a hands-on experience for students that assists teachers in exploring components of the Learning Outcomes "Students Investigate evidence and reflect on its role in science." (Gr. 4) and "Students investigate how evidence is gathered and explain the importance of ethics in science." (Gr. 5) and the vision of Alberta's Plan for Parks.

Fish Creek Provincial Park is one of Canada's largest urban provincial parks, stretching from the western edge of the city to the Bow River. The park has a strong vision within its visitor services program plan to support and foster environmental and cultural education.

Alberta Parks acknowledges that Fish Creek Provincial Park is part of the traditional territory of Treaty 7 region in Southern Alberta, which includes the Blackfoot Confederacy (comprising Siksika, Piikani and Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda First Nation. The City of Calgary is also home to Metis Nation of Alberta, Region III.

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Facility & Rules

THE FACILITY

The Fish Creek Environmental Learning Centre (13931 Woodpath Road SW) is located at the west end of the park and offers five indoor classrooms, bathroom facilities, an outdoor picnic area, an accessible trail system and an extensive variety of natural ecosystems: an old growth spruce forest, grasslands, riverine forests, a creek and several wetlands as well as disturbed (urban) areas.

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1. Each teacher will be given a classroom to use as a home base for the day's activities.

2. Some equipment for the day's activities will be available at the Park. It is your responsibility to count all equipment and return it at the end of the day. **There is a fee charged for missing or broken equipment.**

3. Washrooms and water fountains are located in the building. There are no vending machines or coffee/tea available.

4. A short orientation (about 15 minutes) will be provided to the entire group upon arrival to welcome and introduce everyone to the park, its rules, the program for the day and what the students may discover outside.

5. A snack break will take place *after* the group orientation. Please ensure that the students are supervised by teachers during this time.

6. Volunteers will have a separate orientation (~10 minutes) on the day of the field trip during student snack break. This will introduce them to the equipment provided, to a map of the activity area (maps provided), to the general flow of the day and answer any questions that they may have.

7. **There are no indoor activities available for this program. Please bring your own activities when planning for inclement weather.**

LUNCH BREAK PROCEDURES

Please challenge your class to bring a litter-less lunch to the park for their program.

INSIDE THE BUILDING

Your class may eat inside the facility, within their assigned room.

- Students must be supervised by an adult at all times while they are in the building (including classrooms, washrooms and hallways).
- Classes from other schools and parks staff may be in the facility at the same time as your class(es). Please respect them and keep noise to a minimum, especially in the washrooms and common areas.
- Help us keep the Learning Centre clean. There are garbage and recycling containers in the brown built-in cabinets in each room.

OUTDOOR FACILITIES

There are several picnic tables and a fire pit behind the Fish Creek Environmental Learning Centre. This area is available on a first-come, first-served basis. Plenty of additional picnic tables are available just north of the Learning Centre building about a 2 minute walk up the trail.

- Students must be supervised by an adult at all times.
- Fish Creek Provincial Park is a public park and the facilities in an around the Learning Centre are for everyone to use. Please respect other park users.
- Leave no trace: All garbage, recycling and compost must be put in appropriate bins (outside or in the building)
- **DO NOT FEED OR DISTURB WILDLIFE.**
- If you choose to use the fire pit you must bring your own firewood. **Do not use branches or deadfall from the park.** Have a bucket of water nearby and check that the fire is out before leaving the fire pit area.

Before the Visit

PREPARATION

The following steps and materials will assist you in preparing for your field trip to Fish Creek Provincial Park. Please take the time to review the following pages carefully.

1 Site Visit Teacher Orientation

Attending a teacher orientation prior to your class visit is mandatory and essential for familiarizing yourself with the facilities and the surrounding trails. Returning teachers are not obligated to attend but are welcome. Dates for the teacher orientations will be sent to you via email so you can register for an orientation on a date of your choice.

2 Preparation Checklist

A full, detailed teacher checklist for your field trip preparation is available on the next page.

3 Program Start and End

Program start and end times are flexible to accommodate bus availability and travel distance to the park. In general, programs start between 9:30- 10:00 am and finish between 1:45- 2:00 pm.

4 Field Trip at a Glance

Group Orientation (15 minutes)	Overview of park rules, safety and behaviour expectations for the day.
Student Snack Break Parent Volunteer Orientation (10-15 minutes)	Overview of program activities for adult volunteers.
Educational Activities	Students explore the park in small, parent-led groups to complete curriculum connected learning activities.
LUNCH BREAK	
Educational Activities	Students explore the park in small, parent-led groups to complete further curriculum connected learning activities.
Groups return to the Learning Centre for Program Wrap-up	Debrief by staff educator. Final washroom break, head count, and gather personal belongings.

Program Wrap-up should take place at least 15-20 minutes prior to the scheduled bus departure.

TEACHER CHECKLIST: Preparing for Your Day at the Park

Prepare yourself

- ❑ Read the teacher package thoroughly: email fishcreekeducation@gov.ab.ca if you have any questions.
- ❑ Register for and attend a Teacher Orientation date on site before your field trip.
- ❑ Book your bus(ses).
- ❑ Give every driver - including the bus driver - a copy of the route map (found in the Appendix). Make sure all drivers know you are coming to the west end of the park, near Woodbine!
- ❑ Check student health forms, looking for allergies in particular to bee/wasp stings
- ❑ Bring a first aid kit and a few band aids with each adult.

Prepare the students

- ❑ Discuss how Fish Creek Provincial Park is a wild environment.
  - Do not feed or disturb wildlife: Quietly observe all wildlife from a comfortable distance.
  - Leave only footprints: Share discoveries, but leave everything as they found it.
  - Pitch in: Litter should be placed in the rubbish bins provided or in a pocket.
- ❑ Discuss behavioural expectations. Explain that the field study will be another school day, just at a different place. All the school rules apply.
- ❑ Discuss the purpose of provincial parks and protected areas. Have the class make a list of ways they can show respect for living things during their visit to the park. *Possibilities include:*
  - Stay well back from the banks of Fish Creek
  - Leave ant hills, nests and rotting logs alone and intact. They are animal homes.
  - Walk with care and mindfulness to minimize your impact.
- ❑ Discuss outdoor safety. Students need to:
  - Stay with an adult all times.
  - Walk, do not run.
  - Keep feet on the ground: no climbing.
  - Leave dead branches on the ground:
- ❑ Discuss what to wear on the field trip
  - Hats, sunscreen, insect repellent.
  - Runners, comfortable boots (no sandals/high heels). Dress in layers and bring extras.
- ❑ Complete some preparatory activities, either the ones in the next section of this package or your own.

Prepare the adults

Please follow the recommended adult to student ratios as outlined in your school board regulations.

- ❑ Provide the following to adult volunteers and review with them: Key Messages, Chaperone Letter, Map, Maps
- ❑ Emphasize the following: there is nowhere to buy anything here, including coffee.
- ❑ Ensure adult volunteers are aware that their role is to lead a small group of students for part of the day and supervise students during lunch period.

FISH CREEK PROVINCIAL PARK: Key Messages

Please review and be sure everyone understands the following information before your visit to the park.

- Our vision: Alberta's parks inspire people to discover, value, protect, and enjoy the natural world and the benefits it provides for current and future generations.

- Alberta Parks acknowledges that Fish Creek Provincial Park is part of the traditional territory of Treaty 7 region in Southern Alberta, which includes the Blackfoot Confederacy (comprising Siksika, Piikani and Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda First Nation. The City of Calgary is also home to Metis Nation of Alberta, Region III.

- Alberta's parks and protected areas belong to all Albertans and contain many different natural landscapes that are home to numerous plant and animal species as well as significant cultural and historic resources. The province's network of parks and protected areas helps to ensure that Alberta's natural and cultural heritage is preserved for future generations.

- There are a wide variety of visitors and users of our parks. Everyone must respect and share the park and its facilities and resources.

- Stay on designated trails while moving through the park and participating in group activities. Staying on designated trails reduces impact to the natural habitats of the park. Please share the trail with other users.

- Feeding wildlife is prohibited. The park's ecosystems provide all the food and habitat wildlife require for their basic needs. Feeding wildlife can cause wildlife to associate humans with food. Quietly observe wildlife from a safe and comfortable distance so as not to disturb them or put them or you at risk.

- Everything in the park – living and non-living is protected. Students are welcome to share their discoveries, but must remember to leave everything as they found it. Do not remove anything natural from the park.

- Litter must be placed in garbage cans or packed out.

- Use only designated fire pits. The collecting and burning of park vegetation is not permitted. You must ensure fires are fully extinguished before leaving them.

Alberta Alberta Parks

PRE-FIELD TRIP ACTIVITIES

Preparatory activities will enhance your students experience and learning at the park.

Vocabulary

RESOURCE: Appendix p. A 1
Review science vocabulary with the class. This could be done in any number of ways:

- Have students create a rap or new lyrics for a popular song using vocabulary
- Play Vocabulary Bingo. You call out the definitions and students have the words on their Bingo sheets.

"Get Your Gait" or "Move like an Animal"

RESOURCE: Appendix p. A 2
Review the description of common gaits in the appendix with your class. In an outdoor space or in the gymnasium have students pair up. Have one student stand directly behind their partner and place their hands on their partners shoulders. Have student pairs then move to mimic the movement of 4-legged animals with the following gaits:

- Perfect Stepper
- Bounder
- Hopper
- Imperfect Walker/Waddler

Spot the Differences

Introduce students to "Spot the Difference Puzzles" - do a web search for Spot the Difference Puzzles or Spot the Difference Games. These puzzles are great to sharpen observation skills.

Have students try to create their own versions and share with the class.

Key the Class

RESOURCE: Appendix p. A 3
Students will be using track keys to identify tracks in the park. In order to gain an understanding of how a key works students will develop keys to identify classmates. They will use easily observed physical characteristics to develop identification keys for individuals in their class.

Memory or Concentration

A game to sharpen memory and observation skills.

Any deck of playing cards may be used. Rules and numbers of cards used can be modified to fit your time and numbers. For example a standard deck of 52 cards are laid face down in four rows of 13 cards each

In turn, each player chooses two cards and turns them face up. If they are a pair (e.g. two queens, or two aces) then that player wins the pair and plays again. If they are not a pair they are turned face down again and play passes to the next player.

The game ends when the last pair has been picked up. The winner is the person with the most pairs.

Student Journals

RESOURCE: Appendix p. A 5 - A12
Review the "Student Journal" with your class. Discuss the field trip activities and your expectations of students for the day. If you wish to augment the supplied journal pages or have students use existing journals that is completely acceptable.

Your Day At the Park

FIELD TRIP ACTIVITY SUMMARY

The following field trip activities are curriculum-connected and intended to connect learning in an experiential way to the natural world.

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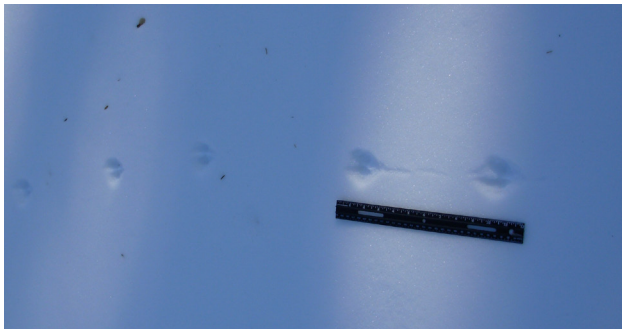
1 Natural Curiosities

Completed in small, adult volunteer led groups.



Activity Summary: Student groups will explore along the pathways looking for a variety of "Natural Curiosities" as outlined in the Student Journals.

- Locate and identify a similar natural curiosity.
- Describe what they find including a variety of suggested measurements.
- Suggest possible "Suspects" of who/what created the curiosity.
- Suggest a motive - why the suspect did it or what the suspect did to cause it.
- An answer key identifying the suspect and motive for each. is included in the Volunteer Information Booklet and the Appendix.

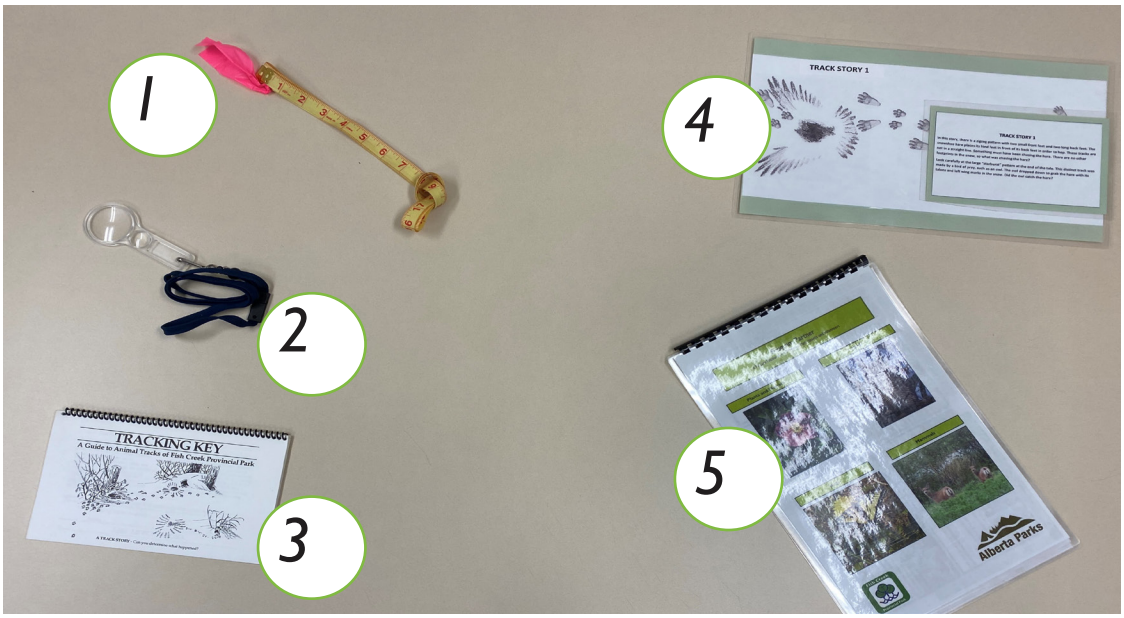
2 Track Stories

Completed in small, adult volunteer led groups.

Activity Summary: Student groups will explore along the pathways looking for and recording tracks and signs of animal and human activity.

- Students will look for and record evidence left behind by people and wildlife.
- Students will sketch track patterns and include measurements of prints, stride and straddle.
- What were the animals or people up to? What does the evidence tell you?
- Students will record evidence found in Student Journals. Using the evidence students will infer what activity has taken place.
- Back at the Centre students can share the track stories they recorded and what they think was going on. They can also try to figure out the "Track Story" examples in the classroom. Are any like the ones they recorded?

Be sure to divide each class into smaller groups and assign an adult volunteer to each group.



PROGRAM EQUIPMENT

The Learning Centre will provide your students with the following equipment and resources to utilize during the field study day.

1 Tape Measure

Students will record a variety of measurements including length, width stride and straddle.

2 Magnifying Glass

Every good detective needs one. Used to examine tracks and other evidence.

3 Tracking Key

Students will use the key to attempt to identify wildlife species.

4 Track Stories

In the Centre student groups can try their luck at deciphering a variety of track stories.

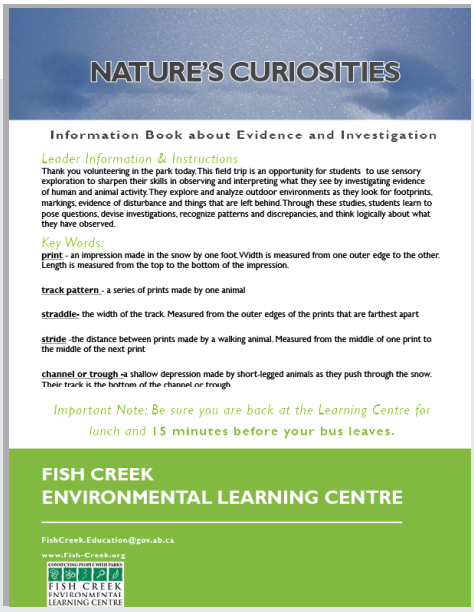
All equipment must be returned prior to departure.
PLEASE NOTE: There is an additional fee for broken or missing equipment.

5 Program Partner

A Resource guide that includes information and images of wildlife tracks and signs.

INFORMATION BOOKLETS

The Learning Centre will provide your adult volunteers with an information booklet to help guide them on the outdoor exploratory activities which they will lead their smaller group of students on.


NATURE'S CURIOSITIES

Information Book about Evidence and Investigation

Leader Information & Instructions

Thank you volunteering in the park today. This field trip is an opportunity for students to use sensory exploration to sharpen their skills in observing and interpreting what they see by investigating evidence of human and animal activity. They explore and analyze outdoor environments as they look for footprints, markings, evidence of disturbance and things that are left behind. Through these studies, students learn to pose questions, devise investigations, recognize patterns and discrepancies, and think logically about what they have observed.

Key Words:

print - an impression made in the snow by one foot. Width is measured from one outer edge to the other. Length is measured from the top to the bottom of the impression.

track pattern - a series of prints made by one animal

straddle- the width of the track. Measured from the outer edges of the prints that are farthest apart

stride -the distance between prints made by a walking animal. Measured from the middle of one print to the middle of the next print

channel or trough -a shallow depression made by short-legged animals as they push through the snow. Their track is the bottom of the channel or trough

Important Note: Be sure you are back at the Learning Centre for lunch and **15 minutes before your bus leaves.**

FISH CREEK ENVIRONMENTAL LEARNING CENTRE

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FISH CREEK ENVIRONMENTAL LEARNING CENTRE

These booklets will have pictures and information that will support and enhance your students' learning.

The information booklet will have guiding questions to help facilitate curriculum-connected discussions and inquiry.

Important Notes:

- Please do not distribute the information booklet PDFs .These resources are specifically developed for use in Fish Creek Provincial Park within Alberta Parks programs.
- We greatly appreciate all feedback to strengthen our resources; please let us know if you have any recommended changes.

After Your Field Study

POST TRIP ACTIVITIES

In addition to a class discussion about trip highlights and favourite activities, students may need class time to complete data sheets or to share information about their discoveries.

Student Journal

STUDENT JOURNAL: Appendix p. A5 - A12
Students may require time to complete the work in their journals. They may also want to share some of their discoveries or track stories.

Track Tales

STUDENT JOURNALS: Appendix p. A5 - A12
Ask students to work in their field trip groupings to create a track tale or wildlife mystery for the rest of the class to solve. Students can use prints, tracks and evidence they found while at the park to re-create or create a whole new story.

Students can work together to create a scene complete with prints, track and other evidence to tell a tale. Students can present their stories or groups can exchange and share.

Wildlife Research Poster

Have students research one of the animals they found evidence of while on the field trip. Students use the information they uncovered to create an informational poster on that species. Posters can include:

- Track pattern, print and gait.
- Habitat preferences.
- Winter adaptations.
- Distribution in North America.
- Life cycle.
- Impacts from human activity.

Schoolyard Curiosities

Create or have students create a series of "Curiosities" found in your schoolyard and have students "describe", create a "suspect" list and suggest "motives" similar to the activity from the field trip.

Human Impact

STUDENT JOURNAL: Appendix p. A 5 - A12
Encourage students to share the evidence of human activity they observed in the park. Ask students to consider these activities and discuss:

- Are they a positive impact on the park and its wildlife?
- Are they negative?
- What could the park do to improve on the impact of visitors?
- What could visitors do to reduce their impacts?

Appendix

PROGRAM VOCABULARY

GENERAL TERMS

Analyze: To examine carefully and in detail. To examine critically the parts or elements of with regard to form function, interrelationships, etc.

Classify: To arrange in groups. To group according to a defined system.

Evidence: An indication or sign. Whatever makes clear the truth or falsehood of something.

Infer: To find out by reasoning, to conclude, to indicate.

Investigate: To search into carefully, examine closely.

Subnivean: The area under the snow and above the ground where many small mammals spend time in the winter.

TRACKING TERMS

Channel (or Trough): A shallow depression made by short-legged animals as they move through soft snow or soft soil. Tracks may be seen at the bottom of the channel.

Gait: The kind of step used when walking or running, a way of walking or running.

Print (Footprint): The impression left by one foot. Width is measured from one outer edge to the other at the widest point. Length is measured from the top or front to the bottom or back of the impression.

Straddle: The width of the track measured from the outer edges of the prints farthest apart, may also be termed track pattern width.

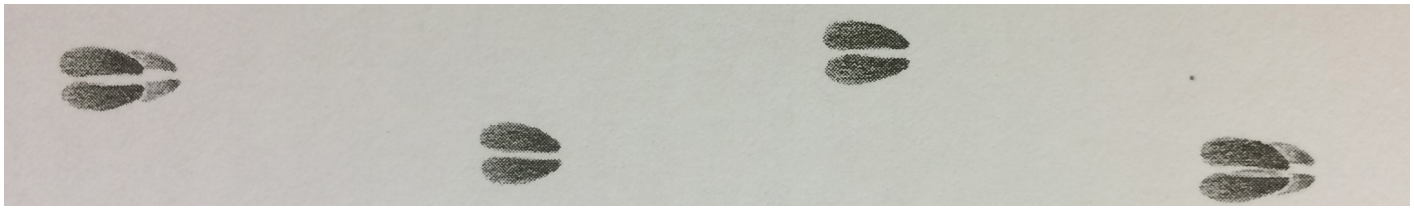
Stride: The distance between prints of a walking animal measured from the middle of one print to the middle of the next print.

Track or Track Pattern: A series of prints made by one animal.

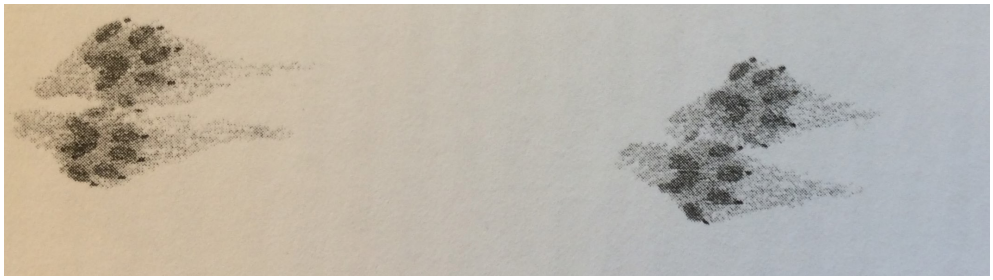
Trail: A length of tracks, the path of an animal.

GAIT DESCRIPTIONS

Perfect Walker - place their hind feet almost exactly in the prints made by their front feet, may appear as two overlapping prints. This track pattern appears as a line of single prints. Examples include members of the deer, dog and cat families.



Bounder - reach out and touch the ground with both front feet at the same time. The hind feet follow as a pair and touch almost in the print of the front feet. This leaves a two by two pattern. Examples include members of the weasel family and voles.



Hopper - push off hind feet, land with front feet first and the hind feet follow through and hit in front of the front feet. Examples include rabbits, hares and squirrels.

Waddler or Imperfect Walker - move limbs on the same side of the body at the same time, creating a waddling or ambling gait. Examples include porcupine and beaver.

KEY THE CLASS EXAMPLE

A key is a tool biologists use to identify organisms. It is based on observing physical characteristics and following a simple process of elimination. Your students will use a key to identify tracks in the same way. A fun and easy way to demonstrate how keys work is to have students create a key to identify a classmate.

Ask students to secretly pick an individual in the class. They will create a series of statements to describe observable, physical characteristics that will see the individual they selected put into smaller and smaller subsets of the entire class until the individual is the sole member of a final subset.

It is important that students understand characteristics must be easily observed, well defined and ones that are relatively permanent. Examples are gender, eye colour, hair colour, height. Characteristics that cannot be easily observed or defined should be avoided particularly if they may be defined differently by different observers.

Students should be challenged to create a description utilizing the fewest number of defining characteristics as possible.

An example:
Group - your class of 30 students.
The individual is "Gerald" a male who is tall with blue eyes.
Subset 1: the student is -
A) Male
B) Female
Subset 2: The student is -
A) Taller than me –
B) Shorter than me
Subset 3: The student has -
A) Blue Eyes
B) Eyes that are not blue
The student has Blue eyes
The student is the only MALE – TALLER THAN ME – WITH BLUE EYES, so the student is – "Gerald".

NATURE'S CURIOSITIES

A Winter Field Study for Division 2 Students

STUDENT JOURNAL

www.Fish-Creek.org

Alberta Parks

Name: _____

Date: _____

NATURAL CURIOSITIES

In the charts on the following pages you will see images of "Natural Curiosities", evidence of strange things in nature that may exist in the park.

Your job is to seek them out if you can. Examine and describe what you find, create a list of possible "suspects" that may be responsible for each and decipher a "motive" for why they did it or what they did to cause it.

You will have a few resources to help you out. Remember to use the Program Partner and Tracking Key to help in your investigations as well as magnifying glasses and tape measure for your descriptions.

You most likely will not find every curiosity represented, but for those that you do - Can you figure out the Who, What and Why?

Things to measure and record in your "Descriptions" may include:

- A description of the surroundings, grassland, forest, shrubs and bushes, snow covered, muddy, etc.
- If examining tracks be sure to measure and note stride, straddle, size of print and depth of print.
- If examining other evidence be sure to include measurements of length, width, depth, height, etc.
- Include descriptions of colour, texture, smell.

Here's an example to get you started:

Natural Curiosity	Description	Suspects	Motive
	• a cup-like structure made of grass and mud. • 15-20 cm across, 10 - 12 cm deep. • walls 2 - 3 cm thick. • found in branches of bush near Learning Centre, 1 m off the ground.	• a bird of some variety, not too big, but not tiny either, maybe a Robin. • a squirrel, Red or Grey variety. • a wasp or hornet colony.	• bird nest, built to hold eggs and raise babies. • a squirrel nest, built to hide from the cold or store food. • wasp or hornets nest built to raise young and house the colony.

NATURAL CURIOSITIES

Natural Curiosity	Description	Suspects	Motive
			
			
			

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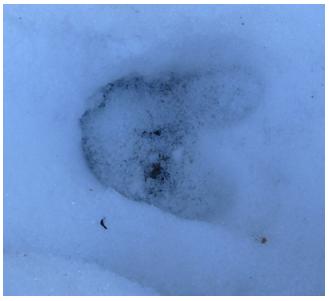
			
			
			

NATURAL CURIOSITIES

Natural Curiosity	Description	Suspects	Motive
			
			
			

TRACK STORIES

Share the stories you found told in the tracks and signs left by animals or people. In the following pages sketch the track stories you found while exploring the park. Who where the characters in your story? What happened?

TRACK STORIES

Share the stories you found told in the tracks and signs left by animals or people. In the following pages sketch the track stories you found while exploring the park. Who where the characters in your story? What happened?

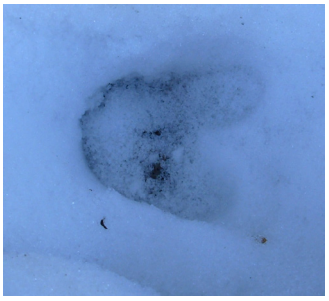
NATURAL CURIOSITIES - ANSWER KEY

Natural Curiosity	Description	Suspects	Motive
	• Large cavities in the base of Spruce trees. • Range 3 - 12 cm in width. • Reach into heart-wood. • See many large wood chips at the base of the tree.	• Pileated Woodpeckers	• Drilling into Carpenter Ant nests. • Feed on the ants. • Ants have created a nest in the base of the tree and the woodpeckers seek them out for food.
	• Calligraphy-like channels found under the bark of trees and fallen logs. Seen when bark has been stripped or weathered away. • Channels vary in depth and width.	• Beetle larvae of a variety of wood boring beetles.	• Adult beetles of various species lay eggs under the bark of trees. The eggs hatch and the larvae feed on the tissue just below the bark.
	• Swollen ball-like growths on the stems of Goldenrod plants. • Range in size from 1 - 4 cm in diameter. • May exhibit signs of being pecked or chewed open.	• A tiny "Gall Fly" named Eurosta.	• The fly lays an egg inside the stem of the plant while it is growing. • The plant grows the ball of material around the egg. • The egg hatches and the larvae feeds inside and then pupates until the spring.

NATURAL CURIOSITIES - ANSWER KEY

Natural Curiosity	Description	Suspects	Motive
	• A black lumpy mass on the branches of Chokecherry bushes. • Masses range from a few centimetres to over 15 cm along branches. • There may be many on a single bush.	• Looks very much like dog poop. • Is the fruiting body of a fungus called "Black Knot". • Only found on members of the Chokecherry family.	• Like all fungus most of the growth is in the soil. • These growths are the part of the fungus that release the spores so the fungus can propagate.
	• A pile of oval shaped, dark brown pellets. • Pellets are 1 - 1 1/2 cm.	• Mule or Whitetail Deer	• Poop, scat, feces. • Dropping most often found in piles, sometimes may be loosely compacted together.
	• A scattering of round pellets, often sawdust coloured. • Approximately 1 cm.	• Snowshoe Hare	• Poop, scat, feces. • Looks like dry sawdust as the diet is primarily bark and twigs in winter.

NATURAL CURIOSITIES - ANSWER KEY

Natural Curiosity	Description	Suspects	Motive
	• A track or footprint made up of two toes, 4 - 6 cm wide and 7 - 9 cm long. • Stride length 30 - 60 cm. • Stride width 15 - 16 cm.	• Mule Deer and Whitetail Deer, both live in Fish Creek. • Mule Deer tracks may be seen as a cluster of 4 prints together due to the stiff jumping gait when running.	• Deer walk on the middle 2 of 4 toes. • May see two small dots behind the main two in deep snow left by the "Dew" hooves, the two outside toes.
	• A trail of small tracks coming from or ending in small holes in the snow. • Stride lengths 2 - 13 cm. • Straddle width 3 - 5 cm. • Holes 2 - 4 cm in diameter.	• Mice and voles • Small rodents that spend much time under the snow in the subnivean zone. • Often see tail drag lines in the middle of tracks of Deer mice. Voles leave no tail drags.	• Hopping and running above the snow and holes created by going into the snow or coming up from under the snow.
	• A track or footprint made up of 4 toes and heart shaped heel pad, claw marks usually visible. • Print is 5.5 - 6.5 cm. • Stride length 30 - 40 cm. • Straddle width 10 - 15 cm.	• Coyote or domestic dog. • Hard to distinguish domestic dog and coyote prints. • Look for perfect stepping/overlapping prints common with coyotes or people tracks common to see along with dog tracks.	• Coyotes often have overlapping prints. • Dog tracks are most often seen along with the tracks of the person walking them. • Dog tracks show claw marks, but cat tracks usually do not as cats can retract their claws, dogs cannot.

NATURAL CURIOSITIES - ANSWER KEY

Natural Curiosity	Description	Suspects	Motive
	• A ball-shaped structure made up of mosses, grasses, fine sticks. • Usually up against the trunk of Spruce trees at various heights. • Over 30 cm in diameter.	• Red Squirrel • Grey squirrel nests are messier in appearance and are made mostly of leaves from deciduous trees and are made in deciduous not coniferous trees.	• A nest for shelter against the cold and to give birth to their young. • Called a "Drey".
	• Piles of Spruce cone bits and pieces. • Piles may have holes and tunnels dug into them. • Piles may be small or may be very large to 5 metres across and a metre deep.	• Red Squirrel	• Red Squirrels often eat in the same location creating piles of discarded cone scales. • Piles also become places where squirrels store cones, and other foods like mushrooms.
	• Hole drilled into a tree trunk. • Holes may range from 3 cm - 10 cm. • Holes may be round oval or a rounded rectangle in shape.	• Woodpeckers - Pileated Downy Hairy Northern Flicker	• Cavities are made to nest and lay eggs in. • Cavities are also made to roost in. • Entrance holes are just large enough to admit the entrance of the adult bird so vary in size depending on the species.

Dear Adult Volunteer,

Thank you for volunteering for a field trip to Fish Creek Provincial Park! This excursion allows students to explore, discover and learn in one of the largest urban parks in North America.

Here are a few tips that may help you enjoy your visit:

- Pack a hearty and healthy lunch (snacks and water too!). There are no vending machines or stores on-site to purchase food
- Please dress appropriately for the weather. We will run our programs rain, snow or sunshine
- Ensure that you are aware of what part of Fish Creek the program is taking place. We host educational programs at the WEST end (near Woodbine) and the EAST end (near Deer Run)

Our staff will be available throughout the day to ensure that you and your group have a safe and educational experience in the park.

You are not expected to be a naturalist or history expert, but a positive attitude goes a long way!

Thank you again, we are very excited to see you in the park soon.

Warmest regards,

Environmental Education Team

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Access Map - Fish Creek Environmental Learning Centre

13931 Woodpath Road SW, Calgary, Alberta

DIRECTIONS

From Anderson Rd SW heading west:

- Follow signs to Tsuut'ina Trail and follow exit onto Buffalo Run Blvd
- Follow Buffalo Run Blvd past the gas bar and Costco complex to 130 Ave SW
- Heading east through two traffic circles to continue onto 130 Ave SW
- Turn right onto Woodpath Rd SW and follow road straight into the park

From south of 130 Ave SW on northbound Tsuut'ina Trail:

- Take the 130 Ave SW exit and keep right at top of ramp onto eastbound 130 Ave SW
- Turn right on Woodpath Rd SW and follow road straight into the park

N

0 200 400m

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