



## Introduction Session Outline For the Outdoor Skills Program

- I. Welcome students. Introduce instructors. Have instructors name their favorite Nebraska wildlife animal.
- II. Activity: Protect the Nest
- III. Discussion: What is the predator's job? What is the prey's job? Can you name a predator, and how they catch their prey? Does the animal have any special skills?
- IV. Activity: What is Wild. Students will introduce themselves in this activity.
- V. Activity: Fight & Flight Zones
- VI. Discussion: What is the zone of a raccoon? Which wildlife can you get closer to? What does that animal do if you get to close? (ex. Opossum – they play dead or hiss at you)
- vii. Frisbee Moment: Ask the students what they enjoyed most about today's session and what they enjoyed the least.

The Outdoor Skills program is a partnership with Nebraska Games & Parks and the UNL Extension/4-H Youth Development Program to provide hands-on lessons for youth during their afterschool time and school days off. It provides the opportunity to master skills in the areas of hunting, fishing, and exploring the outdoors. This educational program is part of the 20 year plan to recruit, develop and retain hunters, anglers, and outdoor enthusiasts in Nebraska.

# Session: Introduction

## Activity: Fight & Flight Zones

**Objectives:** Participants will

1. Test fight/flight zones.

**Method:** Students will measure the distance of personal space.

### Materials Contained in Tub:

- Pencils
- Clipboard
- Tape Measure
- Pennies
- Journals

### Materials Needed to Conduct Activity:

- See list above.

**Duration:** 20-30 minutes

**Group Size:** any

**Setting:** Indoors or outdoors

**Key Terms:** Fight, Flight

**Fair Exhibit:** Journal Page

**SET Ability:** Test, Use Tools

### Background Information:

Many animals become worried when someone intrudes into their personal space. They respond either by flight (moving) or by fight (defending themselves). Before fighting, an animal usually gives some warning signals, like a hiss or growl, baring its teeth or puffing up. Knowing an animal's flight zone (how close a person can get

before the animal gets nervous) is important for the safety of both people and animals.

### Activity

#### *Before the activity*

Set 2 parallel lines on the floor so students know where to stand. The lines should be about four feet apart. Have one penny for each person, and a couple of tape measures.

#### *Procedure*

1. Read the background information to the youth. Divide youth into duos. It should be someone they know pretty well.
2. Each youth needs a coin, a pencil and their journal page.
3. "Explore your partner's flight zone. The person standing on this line (point to a line) needs to put their penny down in front of their big toe. Their partner needs to start a conversation as they talk, slowly inching closer.
3. When your partner moves back or says she is uncomfortable, then stop moving forward and talking
4. Use the coin to mark where you stopped.
5. Measure the distance between the coins.
6. Record the distance on the chart in your journal.
7. The partners need to trade places, and run the test again.
8. Now test someone you don't know really well.
8. Ask them to tell you when they begin to feel slightly uncomfortable.
9. Record your results on the chart in the journal
10. Try again switching places. Record your results again.
11. Average your distances. (To average, add all the distances together and divide by the number of tests.)