

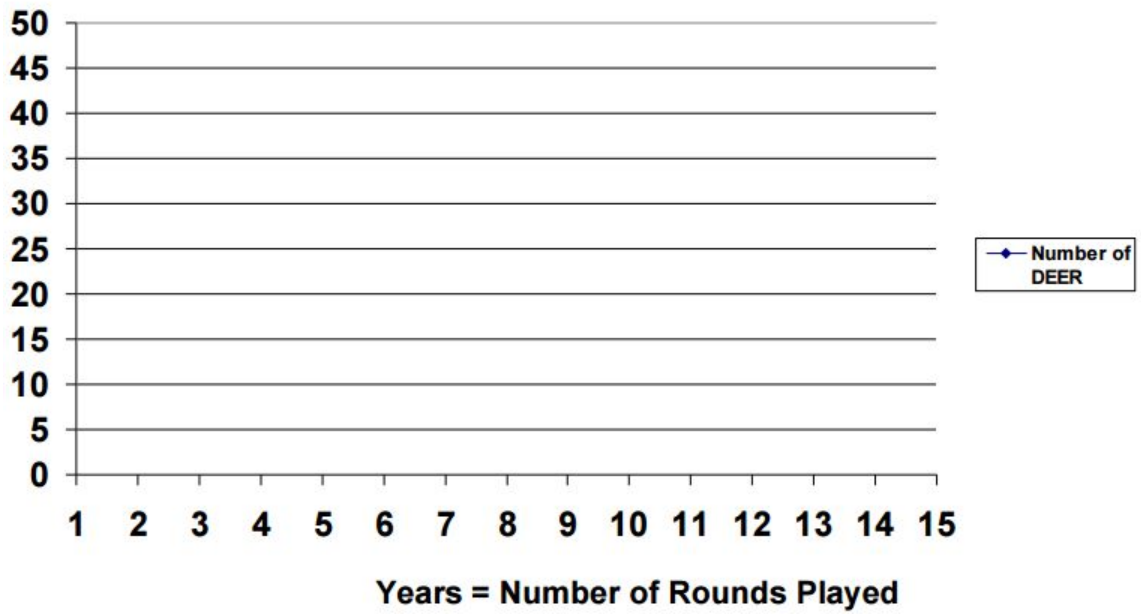
Name \_\_\_\_\_

Life Science

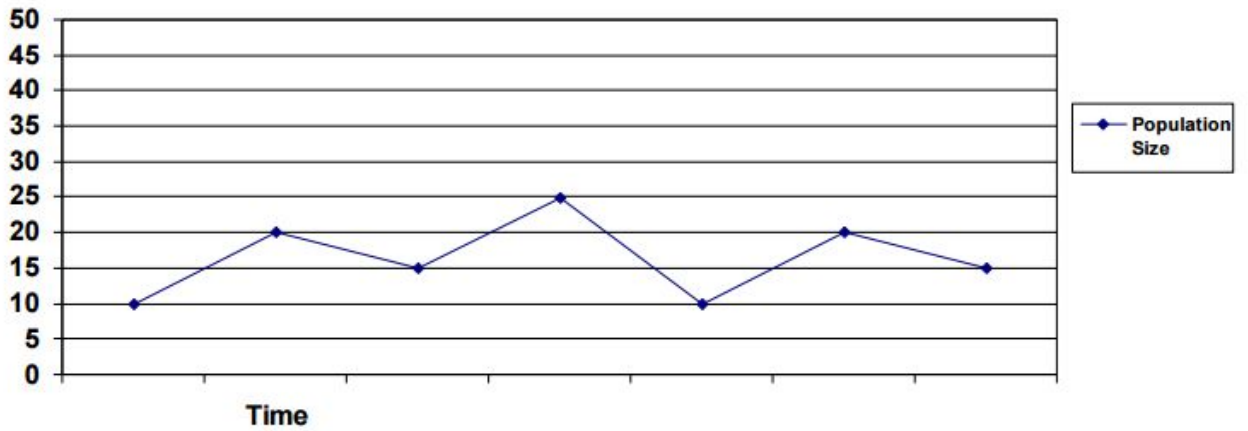
### Oh Deer! - Project Wild

1. What happened to the population of the deer during the game?
2. The deer experienced some very good years when their population was very large. What happened in the years following those good years? Why did that occur?
3. Likewise, the deer experienced some very bad years when their population was very low. What happened in the years following those bad years? Why did that occur?
4. Define limiting factor and explain three limiting factors in the Oh Deer! Activity
5. Graph your results to show the population shifts that occurred during the game.

### Activity - OH DEER!



### Example



## Project WILD Activity "Oh Deer!" Instructions

Background: "Oh Deer" is a simulation game where students become "deer" and components of habitat. This activity emphasizes the most essential things that animals need in order to survive. This game will also show how animal populations increase and decrease from year to year and that limiting factors are the cause of the population change.

### Objectives:

1. Students will be able to identify and describe food, water, and shelter as three essential components of habitat.
2. Students will learn that a population will continue to increase in size until some "limiting factors" are imposed.
  - Limiting Factors - influences that prevent an animal population from reaching biotic (reproductive) potential.
  - Examples of Limiting Factors - food, water, shelter, space, disease, predation, climatic conditions, pollution, hunting, poaching, habitat destruction and accidents.
3. Students will learn limiting factors contribute to fluctuations in wildlife populations and that nature is never in "balance" but is constantly changing.
4. Students will learn that good habitat is the key to wildlife survival.
5. Students will learn that organisms respond to both internal and external stimuli.
  - Internal Stimuli - hunger or thirst
  - External Stimuli - presence of shelter or predators
6. Students will learn that energy flows through living systems such as food chains or food webs.

### Materials:

1. Colored armbands
2. Poster for graphing deer populations
3. Markers
4. Spray paint for boundary lines

### Procedure:

1. Describe the background information and rules of game to students (see following pages).

2. Use armbands to designate students who are deer.
3. Instruct students to stand behind the spray painted lines on the ground, deer behind one line and remaining students behind the other line.
4. Answer any remaining questions from students and begin game.
5. As you lead students through the game record the population of deer after each round on the poster.
6. After completing several rounds, students should record the information from the poster to their worksheets and answer the questions.
7. Erase the information on the poster to prepare for the next class.