

Pre-visit Activities – 4th-5th Grade

Introductory Information

- Native animals are animals that occur naturally in an area. This means that humans did not accidentally or intentionally introduce them. It also means that they possess physical and behavioral adaptations that help them survive in their natural surroundings.
- Animals native to this region are well suited for survival in natural habitats here. This does not mean that they are well suited for survival in **artificial (man-made)** environments here.
- With the exception of the peafowl and wild turkeys, all exhibit animals at the Pocatello Zoo are native to this region (the fox squirrel is a non-native, zoo guest). Whether zoo animals are on exhibit or guests, native or non-native, they all have their basic needs met at the zoo. That is why they can survive here.
- Animals in the wild must meet their own survival needs. They must obtain food, find shelter and avoid injury or predation on their own. Physical and behavioral adaptations play an important role in helping them survive. This game will help you understand the importance of adaptations to an animal's survival.

The Change Game

Objectives: (1-2 rounds) For students to understand that the physical and behavioral characteristics of animals help them survive.

(3 or more rounds) That predator and prey species evolve adaptations for survival over time.

Students will be able to identify adaptations used by prey to avoid predators

Students will be able to identify adaptations used by predators to capture prey

Materials:

Selection from *Bobcat Year* by Hope Ryden (1 per group)

Change Game Score Sheet (1 per group for every two rounds)

Change Game Judging Sheet (1 per group)

Activity

- Lead students to understand that there is a balance between prey defenses and predator hunting skills
- Divide the class into groups of six students
 - Within each group, assign three students from each group to form the predator team and three to form the prey team
- Hand out a copy of the selection from *Bobcat Year* and the Change Game Scoresheet to each group
- Tells students that the object of the game is to design the most effective predator (predator team) or prey (prey team) that they can using adaptations from the list provided
 - The prey team should select adaptations they believe will be most effective for escaping predators.

- The predator team should select adaptations they believe will be most effective for catching prey.

(Adapted from *The Change Game in Grasslands* (pg.50-57), a book in the HELP series from the Wildlife Conservation Society, 1995)

(Modified excerpt from *Bobcat Year* by Hope Ryden, New York, Viking Press, 1981.) This scene takes place when a bobcat and a white-tailed fawn encounter each other in a meadow.

It was springtime. The young, male bobcat grew tired of sunning himself on a rock. He leapt to the ground, intent on crossing the pasture and working his way to higher slopes in search of an evening meal. The empty feeling in his stomach demanded his attention. Suddenly, the shifting breeze brought a familiar scent to his nostrils, prompting him to stop in his tracks.

The bobcat wrinkled his nose and drew up his lip in a grimace. He was savoring scent, or **flehming**. With rapid flicks of his tongue, he lapped in the odor. The pasture contained a type of wild thyme whose effect on his brain was no less pleasurable than was catnip. He sprinted onto the coarse weeds and began rolling his body across the aromatic plants.

A short distance away, a spotted fawn rose to its feet and peered at the spectacle. The white-tailed fawn was beautifully camouflaged. Dapples across its back broke up the image of its total form. When alarmed, the fawn instinctively dropped to the ground and remained as motionless as lichen-splotched rock.

But today, the little deer's fright response was not aroused by the sight of an erratically behaving bobcat rolling in a patch of weeds. The fawn left its hiding place and began bounding about the meadow.

Having satisfied his urge to frolic in the wild thyme, the bobcat's attention turned to his stomach and the sight of the bounding fawn attracted his attention. Quickly, he righted himself and, with wide eyes, began tracking the movements of the high-spirited young herbivore. Now, streaking full tilt toward the fieldstone, the mountain bobcat was

fulfilling his destiny, satisfying a physical need and performing an important role in the food chain. He did not see the doe come bounding from behind. He did not see the rage in her face, her flaring nostrils and gaping mouth. One crack on his spine with dagger-like hoofs extinguished his life.

When she was done, she went in search of her fawn, who had bounded off and now lay as inert as stone in the long shadow of a ponderosa pine. It was some time before the doe could locate her well-hidden offspring. When they were finally reunited, the doe licked her baby all over.

Change Game – The Hunters and the Hunted

Choose five adaptations from the appropriate column (depending on whether you are a predator or a prey species). Choose only one from #1., one from #2., and any other three from the rest of the list.

Prey Defenses

1. Locomotion (choose only one)
 - Can run
 - Can dig
 - Can climb
 - Can jump
 - Can fly
 - Can swim
2. Best sense (choose only one)
 - Keen sight
 - Keen sense of smell
 - Keen hearing
3. Digs holes for shelters
4. Has antlers or horns
5. Has sharp teeth
6. Has claws or spurs
7. Lives in groups
8. Can camouflage
9. Uses group defense

Predator Skills

1. Locomotion (choose only one)
 - Can run
 - Can dig
 - Can climb
 - Can jump
 - Can fly
 - Can swim
2. Best sense (choose only one)
 - Keen sight
 - Keen sense of smell
 - Keen hearing
3. Uses quiet locomotion
4. Has sharp claws
5. Bites necks to kill
6. Can trip prey
7. Hunts in groups
8. Hunts alone
9. Can camouflage
10. Can surprise at close range

Change Game Judging Sheet

Use this list to determine whether the predator team has selected a skill that will overcome the prey team's defense. A predator needs only one skill from the Predator Skill Needed column to overcome the prey defense.

PREY DEFENSE	PREDATOR SKILL NEEDED	
Can run	✓ Can run ✓ Hunts in groups	✓ Can surprise at close range ✓ Can trip prey
Can dig	✓ Can dig	
Can climb	✓ Can climb	
Can fly	✓ Can fly	
Can swim	✓ Can swim	
Keen sight	✓ Can camouflage ✓ Keen sight	✓ Can surprise at close range
Keen sense of smell	✓ Uses traps	
Keen hearing	✓ Uses traps ✓ Uses quiet locomotion	✓ Hunts alone ✓ Can surprise at close range
Builds shelters (holes)	✓ Can dig	✓ Can surprise at close range
Has antlers or horns	✓ Bites neck to kill ✓ Can trip prey	✓ Hunts in groups
Has sharp teeth	✓ Bites neck to kill	✓ Has sharp claws
Has claws	✓ Bites neck to kill ✓ Can trip prey	✓ Hunts in groups
Lives in groups	✓ Hunts in groups	✓ Can surprise at close range
Can camouflage	✓ Keen sight ✓ Keen hearing	✓ Keen sense of smell
Has frightening visual display (stomping, baring teeth, charging, etc.)	✓ Uses traps	
Uses group defense	✓ hunts in groups	✓ Can surprise at close range

Change Game Score Sheet

ROUND ONE

Prey Adaptations	Predator Adaptations	Successful Species (circle one)	
1.		Prey	Predator
2.		Prey	Predator
3.		Prey	Predator
4.		Prey	Predator
5.		Prey	Predator

Prey Successes _____

Predator Successes _____

Difference _____

Change Game Score Sheet

ROUND ONE

Prey Adaptations	Predator Adaptations	Successful Species (circle one)	
1.		Prey	Predator
2.		Prey	Predator
3.		Prey	Predator
4.		Prey	Predator
5.		Prey	Predator

Prey Successes _____

Predator Successes _____

Difference _____

Post-visit Activities – 4th-5th Grade

Animal Game

(Source: Sharing Nature With Children by Joseph Cornell, published 1979 by Dawn Publications, Nevada City, CA, page 67)

Objective: Practice classifying animals according to their physical traits and behaviors. Show that even very different animals share certain traits and/or behaviors.

Materials

Quick Fact Animal cards and/or other animal references

Activity

Divide students into two equal teams. Have each team choose a Pocatello zoo animal and think up six to eight riddle clues for that animal (team members should not share the name of their animal with the opposing team). Clues should relate to physical or behavioral characteristics of the animal and should range from general to specific. Clues should be written down and numbered so that the more general clues are given first and more specific clues are used as the game continues. Teachers may want to develop clues for younger students ahead of time or review clues developed by older students before the game begins.

When both teams have their clues ready, have them face each other across a line that has been drawn or otherwise marked on the ground. Draw another line fifteen feet behind each team, representing their respective home base. The teams take turns giving clues to the other team (it should be decided in advance which student will give which clue and in what order). Team A gives its first clue; then Team B tries to guess the identity of Team A's animal. Nothing happens if an incorrect answer is given. Team B gives its first clue next. Again, nothing happens if Team A makes a wrong guess as to the identity of team B's animal. For instance, Team A says, "I am an herbivore with four legs". Team B guesses "Are you a mule deer?" The game continues in this fashion. When a correct guess is made, the student offering the clue responds with a 'YES' and his/her teammates race to reach their own home base before being tagged by members of the other team. This is the end of round one. Additional rounds can be played with new animals and animal clues. If multiple rounds are played and score keeping is desired, points can be awarded based on correct guesses made and number of students tagged.

Clue Ideas

General

I am a four (or two)-legged animal
I am a herbivore (or carnivore or omnivore)
I have fur (or feathers)
I have long (or short) legs
I am a predator

Less General

I have wings
I have hooves (or claws)
I have a tail
I lay eggs

More Specific

I spend a lot of time in the water

I have horns (or antlers)

I migrate (or do not migrate)

Even More Specific

I am good at walking on rocky ledges (mountain goat)

I have spurs on the back of my legs

I have folds of skin that hang over my face (wild turkey)

Post-visit Activities – 4th-5th Grade

Important Connections

Introduction

People who work at the zoo provide for the basic needs (food, water, shelter, space) of zoo animals. Wild animals must have access to at least minimal amounts of these elements in order to survive. If one of the basic elements disappears or there is not enough to go around, then animals may become weak or perish, may leave the area, or may move into artificial environments that supply those needs.

Materials

Ball of string or yarn
Room to spread out

Activity

- Have students form a circle.
- The teacher stands inside the circle near the edge with a ball of string. The teacher asks leading questions:

Teacher: “What basic elements are necessary for an animal to survive in captivity or in the wild”.

Students should respond with the basic elements of food, water, shelter and space.

The teacher hands the end of the string to one of the students naming water, shelter or space then unrolls the string and hands it to the remaining two.

To the student who named food, the teacher will ask the following:

Teacher: “Who can name a plant that grows wild in this area?”

Students may respond with grass, sagebrush, willows, etc.

The teacher hands the end of the string to a student with instructions to hold it tight then asks another question.

Teacher: “Is there a zoo animal who eats the plant?”

Students might mention any of the herbivores (mule deer, whitetail deer, bison, elk, pronghorn, Rocky Mountain bighorn sheep, mountain goats).

The teacher unrolls the string and hands it to one or two students giving a correct response, saying that those students are now connected to the previous student by their dependence on them as a food source.

Teacher: “Who eats that (or those) herbivores for lunch?”

Depending on the herbivore mentioned, students may respond with coyote, wolf (responsible response even though they are not present at the zoo at this time) American black bear or grizzly bear.

The teacher unrolls more string and hands it to the responding student, again explaining how that student is now connected to those already holding the string.

- Continue building relationships among students using new elements and considerations such as soil, water, shelter, other animals, etc, until all students are connected in a symbol of the web of life.

- To demonstrate the importance of resources and/or of each individual, take away a member of the web offering an explanation.

Examples:

Water is diverted for irrigation or a dam and is no longer available for some animals. The result is that they either die or leave the area. Either way, predators relying on them as a food source also die or search for a new home.

A fire kills a tree, destroying habitat for nesting birds, etc.

When a resource is removed, an animal dies or moves on, or when the tree falls, the student playing that role should give a tug. Anyone directly affected by the missing component should feel the tug and should tug on the string in turn. The process continues until the tugging reaches a dead end (might not happen) or every individual is shown to be affected by the change.

(Source: Adapted from Webbing activity (pg 57) located in: Sharing Nature with Children by Joseph Cornell, c 1979. Published by Dawn Publications, Nevada City, CA)

Adaptation Match (4th-5th grade activity)

Listed below are the names of many of our zoo animals and their natural habitat. At the bottom of this activity is a list of physical adaptations. Review the list of adaptations. As you tour the zoo, spend a few minutes looking carefully at the animals mentioned below. Does the animal have any of the physical adaptations listed? Write three of them in the space provided. Think about how the adaptations you listed help the animal survive. Write your ideas in the space provided.

Animal Name: **Golden Eagle**

Habitat: **Grasslands, deserts and forests**

Physical Adaptation

How Does It Help?

1. _____
2. _____
3. _____

Animal Name: **Trumpeter Swan**

Habitat: **Marshes, lakes or rivers with dense vegetation**

Physical Adaptation

How Does It Help?

1. _____
2. _____
3. _____

Animal Name: **Mule Deer**

Habitat: **Sagebrush, other shrublands and forests**

Physical Adaptation

How Does It Help?

1. _____
2. _____
3. _____

Animal Name: **Pronghorn**

Habitat: **Open prairies and sagebrush**

Physical Adaptation

How Does It Help?

1. _____
2. _____
3. _____

Animal Name: **Bison**

Habitat: **Grasslands and open woodlands**

Physical Adaptation

How Does It Help?

1. _____
2. _____
3. _____

Animal Name: **Coyote**

Habitat: **Sagebrush desert, grasslands, and mountains**

Physical Adaptation

How Does It Help?

1. _____
2. _____
3. _____

Animal Name: **Black Bear**

Habitat: **Forests of dense shrubs**

Physical Adaptation

How Does It Help?

1. _____
2. _____
3. _____

Animal Name: **Mountain Lion**

Habitat: **Scrub forests or shrublands**

Physical Adaptation

How Does It Help?

1. _____
2. _____
3. _____

Animal Name: **Bobcat**

Habitat: **Deserts, mountains and forests**

Physical Adaptation

How Does It Help?

1. _____
2. _____
3. _____

Animal Name: **Red Fox**

Habitat: **Forests and open country**

Physical Adaptation

How Does It Help?

1. _____
2. _____
3. _____

Animal Name: **Mountain Goat**

Habitat: **Steep mountain slopes or benches of cliffs**

Physical Adaptation

How Does It Help?

1. _____
2. _____
3. _____

Animal Name: **Bighorn Sheep**

Habitat: **Rugged, rocky mountain slopes**

Physical Adaptation

How Does It Help?

1. _____
2. _____
3. _____

List of Physical Adaptations

- Long body
- Round body
- Thin body
- Flat body
- Long tail
- Short tail
- Spots
- Dull color
- Bright color
- Long legs
- Short legs
- Small feet
- Big feet
- Webbed feet
- Hooves
- Strong beak
- Sharp teeth
- Flat, grinding teeth
- Large ears
- Small ears
- Fur/Hair
- Feathers
- Scales
- Large eyes
- Small eyes
- Wings
- Opposable thumb
- Sharp claws
- Other?

Source: Adapted from Adaptation Match activity in Wildlife Conservation Society's How Nature Works Teacher's Manual

LANDMARKS AND LIFESTYLES (4th/5th grade activity)

To complete this activity you will need to use your power of observation and remember information that you have learned in the past. You may also need to read exhibit signs or review quick fact cards. Before you begin, read each numbered item carefully (this may save you some backtracking later). Then, use all the resources available to you to locate the item or answer the question. Write your response in the space provided. Some questions are tricky. Some may have more than one answer. Good luck!

1. Name a producer in the exhibit with the waterfall.

2. Name an animal that migrates to and from the tundra each year.

3. Find a zoo animal that is considered threatened or endangered.

4. Find a carnivore that has been known to eat porcupine.

5. Find an organism that is not capable of moving from place to place.

6. Locate an animal whose narrow, stout body is built for rock climbing.

7. In which exhibit(s) do you see signs of nest building activity?

8. Locate a bird of prey that has feathers down to its feet.

9. What animals are in the exhibit directly south of the zoo entrance?

10. Find a bird with spurs.

11. Find the exhibit with an evergreen tree growing out of the rock face along its eastern border. What lives in this exhibit?

12. How many ewes do you see in the Rocky Mountain Bighorn Sheep exhibit and what clue did you use to determine your answer?



13. Find an omnivore in the exhibit immediately north of the mule deer exhibit.

14. Name the largest omnivore in the zoo.

15. Find the smallest carnivore in the zoo.

16. Find the largest herbivore in the zoo.

17. Find an exhibit that does not include mammals.

18. Name a two-legged animal in which the male of the species attracts females by fanning its feathers.

19. Name the largest four-legged zoo animal in which the male of the species has showy antlers (part of the year) to attract females.

20. What type of animals are found in the exhibit that is northwest of the zoo entrance?

21. Name a zoo animal that migrates from higher to lower elevations to find food and shelter from winter weather.

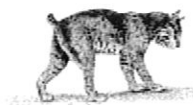
22. What zoo animal is a close relative of the domestic dog but has cat-like behaviors?

23. What animal is located in the southeastern corner of the zoo?

23. Name a zoo animal that is not native to Idaho or North America?

24. Name a zoo animal that uses its claws to dig for food or shelter.

25. Find a zoo animal that is nocturnal.



Eat Like A Bird!

Activity 1:

There are several species of birds in the zoo- some are captive bred or injured birds that belong to the zoo, while others are wild birds taking advantage of the food, water, and shelter here.

Birds use a variety of **foraging** (food-gathering) methods. Different species have different food preferences and different adaptations that put them in a specific **niche**. Some feed on insects year-round, while others may eat berries, fruit, seeds, worms, or small animals. The shape of a bird's beak is the biggest clue to its foraging niche. If you compare a beak to common utensils, you can figure out what and how they might eat.

- Hawks, falcons, and owls have hooked beaks that are used like a **knife and fork** to slice prey into pieces small enough to swallow.
- Flycatchers and swallows use an aerial foraging technique to catch insects. They fly through the air with their mouths open. It is like trying to catch something in mid-air with a **fish net**.
- Hummingbirds have long, hollow beaks that can probe flowers like a **straw**, giving the bird access to the nectar inside.
- Many ducks use their bill like a **strainer** to filter plants and invertebrates found at the bottom of a pond.
- Thrushes, warblers, and wrens use their **tweezer**-like beaks to glean insects from bark, leaves, and under leaf litter.
- Sparrows are mainly seed eaters and have heavy **nutcracker** beaks.
- Sandpipers and killdeer have long, narrow beaks for reaching down through debris to get at hidden invertebrates, much like using **chopsticks**.
- Bitterns, herons, and kingfishers use their sharp **letter opener** of a beak for catching fish.

You should be able to find at least 6 different beak shapes on birds at the Zoo. For each bird, describe or draw the beak shape, determine what food it might eat, and try to identify the bird.

Animal Behavior

Animals not only have physical adaptations, but they have behavioral adaptations. The study of animal behavior is called ethology and those who study it are ethologists. Ethologists often use a chart called an ethogram to define and record data. An ethogram consists of a list of behaviors specific to an animal. After developing an ethogram, a scientist can use it to collect and record data and figure out how often and under what circumstances certain behaviors occur.

1. As a team, select an animal to observe. One team member will watch behavior and the second team member will time the behaviors and record data.
2. Observe the animal for several minutes and record 5 or 6 behaviors in the appropriate spots at the tops of the behavior columns.
3. In the lower left hand corner, a) predict the behavior you will see the most, and b) predict the behavior you will see the least.
4. Observe the animal for about 6 minutes, recording their behaviors every 30 seconds.
5. Graph the number of times you observed each behavior in the lower right hand corner. Was your prediction right or wrong?
6. How would these behaviors help this species to survive?

Pocatello Zoo Ethogram

ANIMAL: _____

Behaviors

1 2 3 4 5 6
walking _____ _____ _____ _____ _____

Time

30 sec						
1 min						
1 min 30 sec						
2 min.						
2 min 30 sec						
3 min						
3 min 30 sec						
4 min						
4 min 30 sec						
5 min						
5 min 30 sec						

BEHAVIOR YOU WILL SEE THE MOST

PREDICTION: _____
OBSERVED: _____

BEHAVIOR YOU WILL SEE LEAST

PREDICTION: _____
OBSERVED: _____

Number of times you see behavior	16						
	14						
	12						
	10						
	8						
	6						
	4						
	2						

1	2	3	4	5	6
Behavior Categories					

Energy Watch

Data Collection

An “energy budget” is a comparison between the amount of energy that enters an animal and the amount it uses. You will figure out how much energy an animal uses by watching its behavior and then calculating the Calories it uses up. Later, you will figure out how much an animal needs to eat to replace the used-up energy. Start by filling in the animal’s species, approximate body weight, vertebrate class, and diet. Then listen closely to your teacher’s instructions about how to fill in the energy-use chart that appears below.

Species: _____

Approximate Body Weight: 0.1kg 1 kg 10 kg 100 kg 1000 kg
(circle one) 0.22 lb 2.2 lb 22 lb 220 lb 2,200 lb

Vertebrate Class (circle one) Reptile Mammal Bird

Animal’s Diet (circle all) Leaves Fruits& Vegs. Nectar/Sap Seeds Meat Insects

Episodes/Intervals

Activity	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total Min	Cal/ Min	Cal Used
Resting																		
Standing																		
Walking																		
Running																		
Swimming																		
Flying																		
Eating																		
Grand Total _____																		

Move It!

Most animals fit into one of four distinct ways of moving on the ground: walking, waddling, bounding, or galloping. All animals can move in a variety of ways, but each also has a characteristic normal gait it uses most often. People can walk, leap, or run but we most often walk. A rabbit can walk or gallop (hop), but it most often gallops.

Animals need other ways of moving in the air or water, such as flying, paddling, or swimming.

Walking - each foot moves separately

Waddling - produced by moving both limbs on the right side, then both limbs on the left

Bounding - produced by animals with short legs and long bodies, such as a weasel

Galloping - produced by the landing of hind legs ahead of the front legs, can sometimes be a hop

Fast wing beat - usually produced by a bird with short wings

Slow wing beat - usually produced by a bird with longer wings

Paddling - produced by moving feet in water

Take photos of 5 Pocatello Zoo animals that show different kinds of movement. The movement **MUST** show in the photo.

Biome on the Range

Moving up in elevation mimics the progression of biomes from south to north. For example, when climbing Mt. Borah or the Tetons, you could start in high desert and climb all the way up to tundra.

- 1) In this area of the zoo, you will find animals that represent different biomes in Idaho. Name the animal species and its biome.
- 2) As the Pocatello Zoo expands, all of the animals will be larger, naturalized habitats. What living and non-living elements should be included in the exhibits for the animal species and biomes?

Species	Biome	Living elements	Non-living elements

Fox on Trial

Students will need to gather evidence at the Red Fox exhibit at the Pocatello Zoo, using graphics, tracks, and by observing the foxes.

Roles:

Prosecuting Attorneys

You are trying to convince the jury that Red Fox is guilty of **breaking and entering** Farmer Jones' chicken run and **murdering** Chicken White. You want to portray the red fox as an evil predator and are seeking the death penalty.

You have three witness teams that are basically "on your side" (the prosecution witness teams). You should work together with these witnesses and think of questions to ask them during the trial that will help convince the jury that the red fox is guilty.

You will also be in charge of cross-examining the witness teams on the defense's side. For the cross-examination, think of questions that will help show that the red fox is not innocent.

Your first task will be to give opening remarks, stating your position in the trial.

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Defense Attorneys

You are on the side of Red Fox. You are trying to convince the jury that your client is not guilty of **breaking and entering** Farmer Jones' chicken run and **murdering** Chicken White. You should show that your client is of good character and is being misunderstood.

First you'll have to cross-examine the prosecution's witness. You have to think of questions that will prove to the jury that Red Fox is innocent.

You will also have three witness teams that are basically "on your side" (The defense witness teams). You should work together with these witnesses and

Prosecution Witness Team 3

As witnesses, you will be questioned by both prosecuting and defending attorneys. You should answer the questions based on your role described below.

You are scientists who have analyzed the evidence found at Farmer Jones' chicken yard. The tracks are from an animal in the dog family and it is definitely not a wolf. DNA evidence shows that the bloody feathers are definitely from Chicken White. There is no way of telling how long the hole was in the fence or what made the hole.

It may be helpful to have diagrams showing track comparisons, DNA, etc.



Defense Witness Team 1

As witnesses, you will be questioned by both prosecuting and defending attorneys. You should answer the questions based on your role described below.

You are environmentalists from the Defenders of Predators organization. You are concerned that predators like Red Fox are being persecuted unjustly because they are misunderstood. You have testified against the employees of Wildlife Services in the past, accusing them of mishandling evidence. You watch and photograph predators for your website and have photographs of a fox a mile away from the chicken run the same night the crime was committed.

It might help your case if you have photographs of a fox.



Defense Witness Team 2

As witnesses, you will be questioned by both prosecuting and defending attorneys. You should answer the questions based on your role described below.

The Bailiffs

One job of the bailiffs is to swear in the witnesses. Each time a witness team is called up, a bailiff must swear in all the team members before they give their testimony. If there is more than one bailiff, the bailiffs should take turns swearing in the witnesses. To swear a witness in, the bailiff goes up to the front of the room and has the witness raise his or her right hand. Then the bailiff has the witness repeat the following sentence: "I swear to tell the truth, the whole truth, and nothing but the truth."

The bailiffs' second job is to maintain law and order in the court. You must make sure that people obey the rules of the courtroom. If the members of the court misbehave, you can threaten to remove them from the courtroom.

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Court Recorders

The court recorders are responsible for taking notes on the trial. The notes allow people in the future to look back on the case. Your notes may also be needed if there is confusion as to what was said. You do not need to write down every word. Write down enough to explain the basic points that are made.

If you are a recorder for the prosecuting side, you are in charge of summarizing what is said when the prosecuting attorneys are asking questions. If you are a recorder for the defense, you need to record what is said when the defense attorneys are asking questions.

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The Judges (optional)

The judges explain the charges to the jurors, rules on objections by the attorneys, and sentences the defendant if found guilty. The sentence is dependent on whether the judges believe Red Fox was justified in committing the 2 crimes (only if found guilty).

(Modified activity based on "Conflict in the Everglades", Habitat Ecology Learning Program, Wildlife Conservation Society)