

Instructor Sheet
Oh Panther!
Lesson 19

Grade Level(s): Elementary, Middle

Duration: 30-60 minutes

Setting: Outdoor, running game with masks

Skills: Kinesthetic concept development, following directions, mapping, analysis

Subject Areas: Physical education, environmental science, life science

Overview: Adapted from Project Wild's "Oh Deer!", Students use masks of panthers, deer, hogs, armadillos and raccoons to play a game about the balance of prey and predators in an ecosystem.

Site location(s):

Natural History: Diet (click on pie chart)

Habitat: (Plants and Animals)

marsh rabbit
nine-banded armadillo
raccoon
white-tailed deer
wild hog

Sunshine State Standards:

Grades 3-5

SC.B.2.2.1 knows that some source of energy is needed for organisms to stay alive and grow.

SC.F.1.2.2 knows how all animals depend on plants.

SC.G.1.2.5 knows that animals eat plants or other animals to acquire the energy they need for survival.

SC.G.2.2.1 knows that all living things must compete for Earth's limited resources; organisms best adapted to compete for the available resources will be successful and pass their adaptations (traits) to their offspring.

SC.G.2.2.2 knows that the size of a population is dependent upon the available resources within its community.

PE.A.1.2.4 understands that games consist of people, boundaries, equipment, purpose, and rules which all interrelate during game play.

PE.B.2.2.2 applies and follows rules while playing sports and games.

SC.F.1.3.7 knows that behavior is a response to the environment and influences growth, development, maintenance and reproduction.

SC.G.1.3.4 knows that the interactions of organisms with each other and with the non-living parts of their environments result in the flow of energy and the cycling of matter throughout the system.

PE.C.2.3.6 knows various ways to use the body and movement activities to communicate ideas and feelings.

The Activity

Pre-planning:

1. Reserve a computer lab or set up computers in your classroom.
2. Remind students to dress appropriately for running outdoors.
3. Photocopy student sheet if you want to use it.

Procedure:

1. Assign roles and take students outside.
2. Have students use masks (could have made these in Lesson 13 “Animal Masks”) or wear labels for who they are.
3. Play “Oh Panther!”
4. Come back inside and continue with graphing and discussion (optional).

Assessment:

1 bonus point for making a paper plate animal mask or graphing the results

4 = Full participation

0 = Little or no participation

Oh Panther! Game Rules

Adapted from Project Wild's "Oh Deer!"

Objective: The students will learn the major foods of the Florida panther, learn about limiting factors, and recognize that there are fluctuations in wildlife populations.

Suggested Vocabulary: Limiting factors, habitat, predator, prey, ecosystem

NOTE: This activity may be preceded by research on the panther's diet and/or
Lesson 13 "Animal Masks"

Procedure:

1. Have students put on masks of panthers, deer, raccoons, hogs, and armadillos, or labels indicating what they are. (Paper plates with elastic work well, or use masks from Animal Masks.) If you have not made masks or labels ahead of time, do that first. Have signs/drawings on strings for "home range", or have students form an overhead triangle with their arms to indicate home range.
2. Have students divide into 6 equally-sized groups for their roles as panther, deer, raccoon, hog, armadillo, or home range (for example, four students for each).
3. Ask all of the panthers to line up on shoulder-to-shoulder on one end of the outdoor area, facing the animals, and all of the other animals/home ranges to line up at least 20 yards away from the panthers, shoulder-to-shoulder, facing the panthers. (If it rains and there is a large enough space inside, such as a gym, that could substitute for playing the game outdoors.)
4. At the count of three, everyone runs toward the opposite end of the field (toward each other).
If the raccoon, armadillo, rabbit, or deer makes it past the panther's starting line, they survive year 1. They may take a player from the sideline (if someone is there) to become the kind of animal that they are.
If a home range makes it across the field, it is still home range for the next round.
If anything gets caught, those players go to the sideline for one turn and, if they are not selected by an animal that round, the next round they line up with the other animals and become home range.
If a panther tags both a home range and an animal, it stays alive that year and is still a panther for the next year. If a panther gets food and home range two turns in a row, it takes two players from the sidelines as kittens, and they line up with the other panthers on the next turn.
If a panther does not find food, it go to the sideline for one turn before returning as a prey item (raccoon, armadillo, rabbit, or deer) of the panther.
5. After each round, stop for a moment to allow one or more students to keep track of the number of panthers, animals and home ranges left after each "year" (round).
6. Play the game for approximately 15 rounds and keep the pace brisk, or until you run out of time. If you run out of panthers before time is up, start again at step #2.

Extension

When you get indoors, or the next day, have students make graphs and discuss possible reasons for the fluctuations in any of the populations. What limiting factors may have accounted for the fluctuations? Did the results imply anything for the needs of real panthers in Florida?

Data Sheet for “Oh Panther!” Game

Year	Panthers	Range	Deer	Raccoons	Hogs	Armadillos
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						

Student Sheet

Oh Panther!

Lesson 19

Adapted from Project Wild's "Oh Deer!"

Name(s) _____

Class _____

Date _____

Hot spots!

Natural History: Diet (click on pie chart)

Habitat: Plants and Animals

(marsh rabbit)

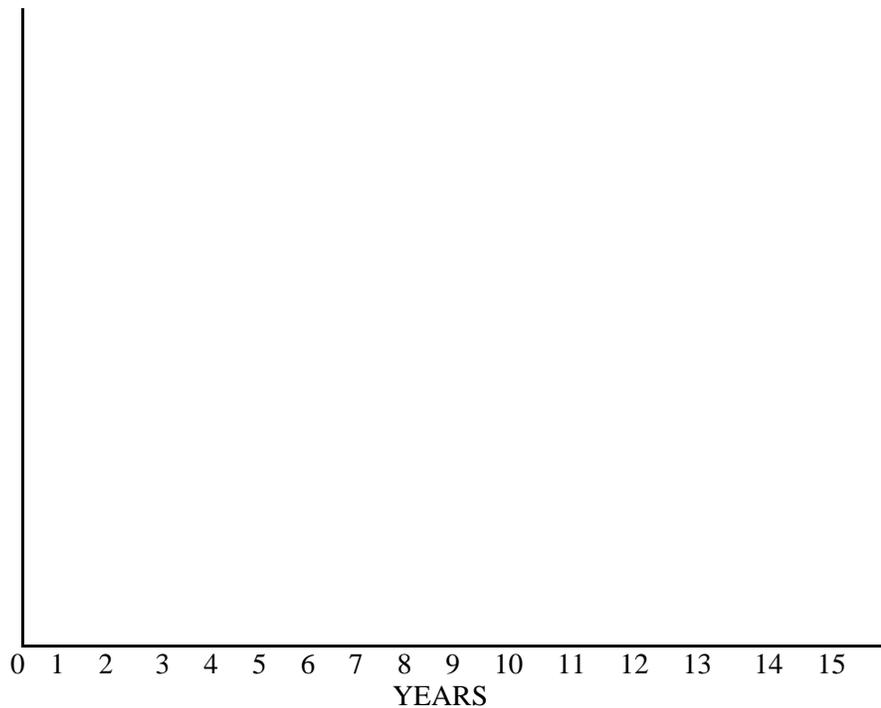
(nine-banded armadillo)

(raccoon)

(white-tailed deer)

(wild hog)

1. Graph the data collected during the Oh Panther! Activity on the graph below. Label the left axis from 1-20. Color code the data for different animals.



2. List the habitat requirements needed for panthers to survive.

3. What animal(s) is/are the prey? _____

What animal(s) is/are the predator(s)? _____

4. Define limiting factor _____

5. In this model, would you describe wildlife populations as static (unchanging) or fluctuating (changing)? _____

6. What factors may have accounted for fluctuations in the populations of the different animals? _____
