

Canine Communication

Goal: To learn how canines communicate with each other in ways different from humans.

Grade Level: Grades 3rd-6th

Program Length: 45 minutes

Program Outline:

Theme: Canines have unique ways of communicating that are very different from humans.

Materials: charade cards
List of human/canine emotions to be communicated
Keys for coyote and wolf pen

Procedures: Define communication and discuss why and how people communicate. Have students try to communicate the different people emotions on the card without speaking. Define canine, give examples, and discuss how they might communicate. Play charades with the different canine emotion cards. Take the group outside to observe the coyotes and possibly the wolves in action. Tell individual information about each. Discuss what they observe.

Suggestions for Evaluation:

Curriculum Standards:

Correlations to the Kentucky Core Content for Assessment:

SC-E-3.1.1 Things in the environment are classified as living, nonliving, and once living. Living things differ from nonliving things. Organisms are classified into groups by using various characteristics (e.g., body coverings, body structures).

SC-E-3.1.3 Each plant or animal has structures that serve different functions in growth, survival, and reproduction. For example, humans have distinct body structures for walking, holding, seeing, and talking.

SC-M-3.2.3 Behavior is one kind of response an organism may make to an internal or environmental stimulus. A behavioral response requires coordination and communication at many levels including cells, organ systems, and organisms. Behavioral response is a set of actions determined in part by heredity and in part from experience.

Correlations to the Tennessee Science Curriculum Standards:

3.5.2 Recognize that living things have features that help them to survive in different environments. Specify the features that enable a plant or animal to survive in its environment.

4.5.1 Realize that plants and animals can be grouped according to similarities and differences in their characteristics. Classify animals, by type, according to their characteristics.

6.2.2 Examine the competitive relationships among organisms within an ecosystem. Distinguish between predators and prey. Describe the impact of competition among species within and ecosystem. Interpret how humans impact ecosystems.

Resources:

Pre/Post Trip Activities:

I. Indoor (in theater or at pavilion)

A. Welcome

- 1. Introduce self**
- 2. Explain what you'll be doing**

B. Communication

- 1. Define communication.**
- 2. Why do we communicate?**
- 3. How do we communicate?**
- 4. Ask students to show how they might communicate different emotions without speaking. (see attached list)**

C. Canine

- 1. Define canine.**
- 2. Give examples of canines.**
- 3. How do canines communicate?**
- 4. Charades (see cards)**

D. Prepare to go outside

- 1. Explain what you'll be doing**
- 2. Safety and rules**

II. Outside

A. Coyotes

- 1. Discuss and have students watch for different behaviors and/or communication examples they are displaying as you talk.**
- 2. Discuss coyote habitat and range.**
- 3. Discuss what coyotes eat and how this affects habitat and range.**
 - a) Omnivores**
 - b) Predator vs. Prey**

- 4. Discuss the different adaptations coyotes have to help them survive.**
- 5. Tell our coyotes' individual story (if time allows).**
- 6. HOWL (or at least try)**
- 7. Q & A**

B. Red Wolves

- 1. Tell the conservation story of Red Wolves in general.**
- 2. Discuss and have students note the differences between the red wolves and the coyotes.**
- 3. Discuss and have students note the differences in their behaviors and communication as compared to the imprinted coyotes.**
- 4. Tell our red wolves' individual story (if time allows).**
- 5. Q & A**