



## Junior Girl Scout/Cadette Girl Scout Activity Packet for Zoo Patch

*Welcome to the wonderful world of animals at The Minnesota Zoo!*

We are so glad you have decided to spend your day with us to learn more about plants, animals and the places they live! Our world is a special place and needs special care from people just like you.

The Minnesota Zoo Junior Girl Scout and Cadette Girl Scout activity sheet and Zoo patch has been designed just for you. There are ten activities to choose from. Junior Girl Scouts can complete a minimum of **six** activities and Cadette Girl Scouts a minimum of **eight** activities to earn a Zoo patch. Some of the activities if chosen will need to finish at home or during a troop meeting.

Patches are \$3.00 each and can be purchased at Guest Services every day except Girl Scout Day. During this day they are found at the lower level volunteer booth. If you are unable to finish all activities during your visit, feel free to complete them at a later date. *However, you will want to purchase the patch before leaving. The Minnesota Zoo patch is only available at the Minnesota Zoo not available at the Council Scout Office.*

You can start the activity packet anywhere in the Zoo, but the easiest way to complete it is to follow the route the questions take you.

Now, on with your adventure...we hope you learn many fun and interesting things, and—**HAVE FUN!!**

\_\_\_\_\_ 1.  **Totally Tropics!**

**(Tropics Trail)**

As you walk up the cobblestone walkway toward the Tropics Trail you will notice a flag hanging at the entrance. Read the flag and answer the question below.

What is meant by the term "tropics"?

\_\_\_\_\_.

List two tropical places. Hint: look at the next graphic (board with writing on it) on your left and you will see a large colorful map.

1. \_\_\_\_\_

2. \_\_\_\_\_

Just for fun! Draw your favorite animal below.



\_\_\_\_\_ 2.



## MAD ABOUT MADAGASCAR!

(Tropics Trail)

Looking at the same map note that the graphic talks about something called Biodiversity Hotspots.

What is a Biodiversity Hotspot?

What two things have humans done to contribute to this loss of biodiversity?

1. \_\_\_\_\_
2. \_\_\_\_\_

**(Follow the path to the next graphic located on your right to answer the questions below)**

Where is Madagascar found and why is it special?

Do you notice the huge tree to the right on the Tropics Trail?  
Describe it using the graphic panel next to it. Now go inside the tree and look up. What do you see and why do you think "they" are there?

Go on the other side of the tree and you will see two special kinds of primates. What are they called? Where do they live?

Madagascar is called land of what animal? "Land of \_\_\_\_\_."

\_\_\_\_\_ 3.

### MINNESOTA MANIA!



(Minnesota trail)

In this activity you will learn a couple of facts about Minnesota and some of the different animals that live here. Follow the Minnesota Trail and track down the answers to this activity!

Helpful hint: As you walk into the Minnesota trail on your right you will find a map of Minnesota which might give you a clue when answering the first two questions.

What are the three biomes of Minnesota?

- 1.
- 2.
- 3.

Which biome do you live in?

Name four ways wolves communicate with each other

- 1.
- 2.
- 3.
- 4.

What do wolves eat? Who is a potential predator of the wolf? What part of Minnesota do Wolves live in? What is their habitat?

What is your favorite animal on the MN Trail and why? What does it like to eat? What is its habitat? What are some of its predators? Share this with a friend.

**4. BIRD BRAINS!**

**(Minnesota Trail)**

While on the Minnesota Trail, look for the silhouettes of different birds. (They are located on the wall between the wolverine and puma exhibit) Hold your arms straight out to your sides and compare your arm length with the wingspan of the different birds.

Which bird are you closest to? \_\_\_\_\_

Research this bird at the library or at home with the help of your parent or troop leader and answer the following questions.

Does it live in Minnesota? Yes or no

Does it migrate? Yes or no

What does it like to eat? \_\_\_\_\_

List two things about its habitat. (A habitat is the type of environment that an animal lives in.)

1.

2.



**5. WHO ARE OUR ANIMAL NEIGHBORS?**

We have looked around the world to view animals that live in all different kinds of warm environments. Take a moment to think of the animals here in Minnesota. Below, list animals that could be found in your backyard, Local Park or community (for example: blue-jay). Include some of our winter and summer residents.

- |          |          |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |



## \_\_\_\_\_ 6. CAREER CORNER

During your visit today, find out what it is like to work or volunteer at a Zoo. Look for a volunteer who is dressed in a blue shirt, or a staff member dressed in a Zoo uniform. Ask them the questions below (**A volunteer booth is located across from the main gift store by the main entrance. You might also find them on the trails talking to visitors.**)

1. What do you like most about volunteering/working at the Zoo?
2. What training or education did you take to volunteer or work in your job?
3. What advice would you give someone who is interested in working or volunteering in a Zoo someday?



## \_\_\_\_\_ 7. ANIMAL OBSERVATION (Snow Monkeys)

Although Zoo animals are not in their natural setting, they increase our understanding of animal behavior in the wild and how to study them in the field. You will be observing an animal using an observation technique called ***instantaneous sampling***. This means behavior is measured at interrupted times.

The Japanese Macaques (Japanese Snow Monkeys) provide the best observation opportunity.

The behaviors you will be looking for are *grooming, foraging and other*. Review all the behaviors and their definitions below before you begin so you are familiar with them and their meanings.

1. Use the activity sheet from page eight to complete this activity. You will record a behavior every 30 seconds over a period of ten minutes. **Your leader will need to have a stopwatch or a watch with a second hand to keep track of the 30 minute intervals.**
2. Select ONE monkey to observe during this time period.
3. When your leader tells you "time," record the behavior you observe at that exact time. It will either be grooming, foraging or other.
4. Do this every 30 seconds until all 20 lines have been filled.
5. At the end of your observation, total each column and figure out the number of times your monkey spent grooming and foraging, as well as any other behaviors you observed. Note that sometimes the monkeys aren't very active. This is natural with all animals at certain times. Record the numbers you have above the number 30 in the boxes at the bottom of the chart where it says "totals".

**Behaviors are as follows:**

**Foraging:** when a monkey picks up small objects such as a grass blades, seeds, and insects from the ground with its hands.

**Grooming:** when a monkey parts fur with its hands and removes fine particles with its fingers or lips.

**"Other"** behaviors might include the following:

**Branch-shaking:** shaking a branch-a display to attract attention.

**Climbing:** any movement on vertical surfaces.

**Resting:** animal is standing, sitting, or reclining, is inactive and still.

**Social behavior:** any contact between the animal under observation and one or more animals of the same species.

# Snow Monkey Observation Worksheet

Observer's name: \_\_\_\_\_.

Description of observed animal:

\_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Weather: \_\_\_\_\_

Location of observed animal:

Time	Grooming	Foraging	Other
.30			
1.00			
1.30			
2.00			
2.30			
3.00			
3.30			
4.00			
4.30			
5.00			
5.30			
6.00			
6.30			
7.00			
7.30			
8.00			
8.30			
9.00			
9.30			
10.00			
TOTALS:	30	30	30

**\*The top score in the last box is the number of times you observed a particular behavior. The bottom number represents the behavior that was observed over a 30 second time interval.**

Why do you think observing the weather is important during your observation?

What did you learn from this activity?

\_\_\_ 8.



## POLLUTION SOLUTION

(Discovery Bay)

List different kinds of ocean pollution you find in the Discovery Bay garbage exhibit (under the tide pool sign to the right of the tide-pool).

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

List three ways that this pollution can be harmful to animals.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Think about where this pollution comes from and create a useful solution to improve the pollution problem.

Make your solution into a game, a collage, a poster, or even a play or song and perform it at one of your next meetings.

## \_\_\_\_\_ 9. Animal Classifieds (All Zoo animals)

Animals are placed into different groups depending on basic characteristics. The five groups are fish, amphibians, reptiles, birds and mammals. This is called classification.

Decide which group the following animals belong to.

- |                     |                        |
|---------------------|------------------------|
| 1. Shark _____      | 4. Gray Wolf _____     |
| 2. Dolphin _____    | 5. Salamander _____    |
| 3. Bali Mynah _____ | 6. Komodo Dragon _____ |
| 4. Brown Bear _____ | 7. Seahorse _____      |

Using the above animals, try to come up with two different ways to group them. (For example: comparing their sizes.)

\_\_\_\_10.



### THE “UNHUGGABLES”

Have you ever felt misunderstood? Almost everyone has at some time in his or her life. Humans aren't the only ones who are misunderstood. Animals are too. Bats and snakes are good examples. It is easy for people to like furry “cute” animals (the “huggables,”) and easy to dislike animals like snakes and bats (the “unhuggables”). But all animals are important to nature in some way. For example, snakes help keep nature in balance by controlling rodent populations that multiply rapidly and can spread disease. Snakes have beautiful colors and patterns and most are harmless to people. Unfortunately, there are people that don't appreciate them because they have been taught many negative things about these animals or have been taught to be afraid of them. Bats help to control mosquitoes and bugs and do not spread rabies any more than other mammals do.

Make a poster illustrating this idea, or create a commercial and act it out for your sister Girl Scouts. Can you help others gain a new understanding and respect for those animals that may not always be so easy to love?

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Thank you for being a guest at the Minnesota Zoo today! We are glad your troop was interested in learning more about animals and supporting your local Zoo. Now that you have learned many interesting things about animals, the next step is to take that information out into your community and teach others about this precious resource. Keep the spark going so that everyone will have the opportunity to see animals in quality Zoos and best of all, in their natural environment for years to come.

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**CONGRATULATIONS!!**

Now that you have completed your six activities (for Junior Girl Scouts) and eight activities (for Cadette Girl Scouts) please sign your name below and have an adult sign as well. You have completed The Minnesota Zoo Junior Girl Scout/Cadette Girl Scout activity packet and may now receive your Zoo patch!!

*Remember if you are completing any activities after your Zoo visit you may still take the Zoo patch home with you today. It is not available at the Girl Scout Council Office.*

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( Scout's name)

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(Leader's name)

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(date)