

## **Presentation Guide in Classrooms**

**(40-60min)**

### **Introduction-** introduce yourself

The presenter has to be able to tailor their presentation to the target audience, more detailed for the older groups and more visual and general for the younger kids.

In order to get the attention and the interest of the audience and depending on the age of the group.

You could start with a legendary story; \*(10min) see attached:

- a- Chipmunk and the Bear- why the chipmunk has stripes on his back)
- b- How the Beaver got his Tail story- why his tail is flat.
- c- Or any other short animal story/legend of your area

### **1- History-** short presentation of the Fur Industry (5min)

Canada was founded on trapping beaver..

-First industry-Beaver was in demand

-part of our heritage

-Coureurs des Bois.

-usage of the beaver : furs for clothes /hats/ food /bait nothing is wasted.

Ask if anyone know a trapper?

### **2- From a bag pull out a mouse trap;(5 min)**

Ask group: Does anyone know what this is?

-what it is?

-why do we set those?

-if there are mice and we do not do nothing or set mouse traps in our homes / garage /what could happens ?

**Make a link between the mouse trapped at home and the furbearers trapped by the trapper**

**-management of population what this means... we do not eliminate them but we manage them...**

**- if not managed what could happen.. damages, diseases ex: rabies/ mange and one other /human encounters**

**3- Ask student to name of semi-aquatic furbearing animals and terrestrial furbearing animals. (5min)**

**4- Depending on ages: you could mention the classification  
VORE suffix meaning to eat**

**HERBI root meaning grass/vegetation- ex: beaver**

**CARNI root meaning meat – ex: coyote wolf lynx mink**

**OMNI root meaning all- ex: racoon muskrat bear**

**5- Carrying capacity of a Territory (5 min)**

**Define carrying capacity of a territory- the living space that will meet all their needs and where they can multiply to ensure the survival of the species. The home territory varies depending on species and availability of food and other sources. Carrying Capacity is the number of animals an area can support.**

**Ex: Fox: A female fox has a litter of 3 to 10 kits each year that reach maturity around the age of 8-10 months. These young foxes must then find new territories to raise their family.**

**To stay alive and healthy a family of foxes may need as many as a hundred of small rodents each night. If there are too many predators competing for the territory there will be an overcrowding and nature will not be able to produce enough food for all. There will be strife disease and famine. It is not good for other species which may become threatened in turn or for humans who share the territory, diseases such as rabies can spread to domestic animals pets and humans.**

**There must be a balance between wildlife populations and their habitat to ensure the survival and health of flora and fauna.(Could refer to Fur Council of Canada video , mentioned below in Other Useful Resources.)**

**6- What is the role of a professional trapper /Reasons for trapping:(5min)**

- To follow strict regulations regarding the use of furbearing animals
- Trappers contribute to the balance of the ecosystem. We help to maintain the populations of some animals at a level their habitat can support.

-Could talk about how cruel Mother Nature is

-Most animals take days or even weeks to die vs the 120 seconds our traps are designed to operate at 80% of the time.

-Could also mention why it isn't 100% as animals are individuals just like you I am talking to and there will always be one who thinks they can find a different way to approach the bait.

-Could also mention how over 50% - 80% of the young of the year don't survive the first winter and ideally we capture and utilize that mortality.

-Could get their attention by setting off a 330 using a rolled up blanket or blue insulation Styrofoam. It works, it's loud and it's visual and it's fast. It shows just how fast a trap moves.

-Trappers are also the eyes for the MNRF reporting abnormalities in the wild

**7 -Fur is bio –degradable in comparison with faux fur ex: of coats buried / 2 years after what is left ?**

**8 -Who can trap-(5min)**

**Not anyone can trap/ Must be a licenced trapper / Take a 40hrs course**

**Youth trapping – explain**

**Youth trapping program since 2013 trapping season**

**Allow youth ages 12 to 15 to get involved in the outdoor tradition.**

**To be eligible to obtain a trapping licence if they meet the following qualifications: are between the ages of 12 and 15;**

- are a resident of Ontario or Canadian citizen;
- have successfully completed the Fur Harvest, Fur Management and Conservation course; and
- have written parental/guardian consent.

**Licensed youth will be able to set traps and prepare and sell pelts of furbearing mammals under the direct supervision of an experienced mentor trapper that is at least 18 years old.**

**Do not need hunting course unless he will dispatch**

**At 16 must take firearm course.**

**Youth can go with more than one mentor**

**Direct participation by mentor**

**Free commission from auction houses.**

**9- Fur kit- identify and circulate the pelts (10min)**

**10- Answer questions.**

## **Other Useful Resources:**

Fur Council of Canada: (Internet)

### **Furbearing Animals: A Renewable Natural Resource – An Educational Video**

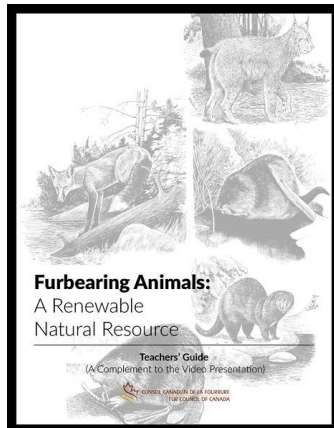
Using furbearing animals as the case study, *Furbearing Animals: A Renewable Resource* is a 15-minute video designed to educate and open a meaningful conversation about the relationship between humans, animals and nature and illustrate key environmental concepts in the 5th/6th grade curriculum. Developed by the *Fur Council of Canada*, in collaboration with *Quebec's Ministère des Forêts, de la Faune et des Parcs*, the *International Fur Federation* and the *Canadian Museum of Nature*, this educational tool is available in both [English](#) and [French](#).

## **Teacher's Guide**

This companion PDF document to the *Furbearing Animals: A Renewable Natural Resource* educational video, contains learning activities, handouts, and in-class quizzes to reinforce key concepts. Provided free of charge, in English and French, to schools, science clubs and other organizations concerned by the topic.

[Download the PDF](#)

For additional information, please email [info@furcouncil.com](mailto:info@furcouncil.com)



### **How the Beaver Got his Tail.**

Once upon a time there was a beaver that loved to brag about his tail. One day while taking a walk. The beaver stopped to talk to a bird. "Don't you love my fluffy tail?"

"Why yes I do little beaver", replied the bird.

"Don't you wish your feathers were as fluffy as my tail? Don't you wish your feathers were as strong as my tail? Don't you wish your feathers were just as beautiful as my tail?" the beaver asked.

"Why do you think so much of your tail little beaver? " asked the bird. This insulted the little beaver and he walked away.

After walking for a while, he stopped for a drink by the river and saw a muskrat. He walked to the muskrat and said, "Hello little muskrat. What do you think of my tail?"

"Well it is very beautiful and big and fluffy." answered the muskrat. "Is it also a strong tail?"

"Why yes it is," the beaver answered, " Do you wish you had a tail like mine."

"I didn't say I wanted a tail like yours. I just asked if it was strong," the muskrat replied with a disgusted voice.

The beaver quickly turned and began walking back to his lodge. He was angry because he felt that the animals were being rude to him. He was very upset and decided to take his frustration by cutting down trees. After cutting down a couple trees he came to a very large one. He knew that it would be a great challenge for him. So he went to it. But as he was cutting, he kept thinking about his tail and did not notice he was cutting at a bad angle. Before he knew what was happening, the tree began to fall towards him. He jumped to get-out of the way, but he didn't jump fast enough, and the huge tree fell on his beautiful tail. He tugged and pulled and finally dug away the earth to free himself. When he finally pulled his tail from the tree he was horrified to see that it was flat. The beaver was very sad and started to cry. As he was crying he heard a voice. It was the Creator.

"Why are you crying?"

"A tree has crushed my beautiful tail and now no one will like me."

The Creator told him that a beaver is not liked for his tail but for his kindness and wisdom. He also told him how to use his flat tail. "Now your tail will help you swim rapidly and when you want to signal a message to a friend. All you have to do is slap your tail on the water."

Hearing this made the beaver happy again. When the animals saw his flattened tail they were shocked! But the beaver said " It's better this way."

From that day on, the beaver never bragged about his tail and all the animals liked him.

That is how the beaver got his flat tail.

## Chipmunk and Bear

Long ago when animals could talk, a bear was walking along. As the bear went along turning over big logs with his paws to look for food to eat, he felt a very sure of himself that there was nothing he could not do. "Is that so" said a small voice. Bear looked down. There was a little chipmunk looking up at the bear.

"Yes" said the bear "that is true indeed ". He reached out and rolled a huge log, "look how easy it is for me to do this. I am the strongest of all animals I can do anything. All the other animals fear me."

"Can you stop the sun from rising in the morning?" said Chipmunk

Bear thought for a moment. "I have never tried that" he said "Yes I am sure I could stop the sun from rising."

"I am sure" said Bear "Tomorrow morning the sun will not rise."

Bear sat all night facing the east and waited.

Finally the first birds started their songs and the east started to glow with the light which comes before the sun rises.

"The sun will not rise today" said Bear.

However the sun rose, Bear was very upset. Chipmunk laughed and laughed. "Sun is stronger than Bear..." Chipmunk laughed and laughed and began to run around the bear singing

"The sun came up Bear is angry..."

But the sun came up..."

Bear shot out one big paw and pinned Chipmunk to the ground.

"Perhaps I cannot stop the sun from rising but you will never see another sunrise."

"Oh Bear" said Chipmunk . "Oh you are the strongest. You are the quickest you are the best. I was only joking."

"Oh Bear just let me say one last prayer before you eat me."

"Say your prayer quickly " said Bear.

"Oh Bear" said Chipmunk. "You are pressing down on me so hard I cannot breathe, I can hardly squeak. I do not have enough breath to say my prayer. If you would just lift your paw a little. Just a little bit."

Bear lifted up his paw. He lifted it just a little bit. That little bit though was enough for Chipmunk to squirmed free and run for his hole as quickly as the blinking of an eye. Bear swung his paw at the little chipmunk as it darted away. He was not quick enough to catch him, but the very tips of his long claws scraped along the Chipmunk's back leaving three pale scars.

To this day all chipmunks wear those scars as a reminder to them of what happens when one animal makes fun of another.