**Overview & Objectives**

Students will become different components of an ecosystem and learn about habitat interactions in this kinesthetic learning activity. By graphing the results of this game, students can discuss topics in population dynamics, limiting factors, and carrying capacity.

Students will understand animals' basic needs for survival: food, water, shelter, and space.

**Area of Study:** Life Science and

Ecology

**Subjects:** Ecology, graphs, physical education

**Time:** 30–85 minutes

Students will learn that limiting factors such as lack of resources or diseases naturally regulate animal populations.

Students will understand that some population fluctuations are part of natural cycles.

**Materials**

* + Chalk board or dry erase board
  + Chalk or dry erase markers

**Vocabulary**

* + **carrying capacity:** the maximum population size of the species that the environment can sustain, given the food, habitat, water and other necessities available in the environment
  + **limiting factors:** a factor that controls an organism’s population, size, or distribution
  + **habitat:** the natural environment in which an organism lives

**Preparation**

Set up boundaries by marking out two parallel lines 10–20 yards apart on the floor or ground.

**Activity**

**Part I – Procedure**

**Brainstorm with students:**

* + What do animals need to survive?
  + What are some of the limiting factors?
  + Do populations remain the same or change?

• Teach students the game and play for up to 15 rounds. (Instructions for playing the game are listed below.)

• After each round, students count the number of deer and the number of resources. The teacher keeps two running totals, one for the deer and one for all the resources.

• After multiple rounds, students gather together to share any observations they made during the game.

• Graph the deer population and analyze the data for any patterns, reminding students that each round represents a season in a deer's life.

• On the same graph, track the number of resources as a whole in a different color. This visual helps students analyze trends.

**Part II – Game Instructions**

• Divide the students into two groups, one representing deer and the other representing the resources animals need to survive (food, water, and shelter)

• Teach everyone hand signals representing: food, water, and shelter [rock, paper, scissors].

• The deer line up behind one line and the students playing the resources do the same at the opposite line. While you are explaining the game, the two lines face each other.

• Count the number of deer and the number of resources and write them down. At the start, both lines should be even.

• Instruct the deer that they are trying to survive by deciding what resource they need this season. They indicate whether they are seeking food, water, or shelter with the appropriate hand signals.

• Once the deer have chosen which resource they are looking for, they cannot change it until the next round.

• At the same time the students who are representing the resources repeat the same process as the deer, choosing which resource they represent and use the appropriate hand signal. Once the students in the resource line have which resource they represent, they may not change their hand signal until the next round of play.

• Once both sides have chosen their hand signals the deer can run to the line of resources and pick a student who represents the resource that they are seeking (i.e. their hand signals match.) and take them back to the deer line. A student playing a resource cannot move until a deer has claimed her or him.

• If a deer cannot find the resource he or she is looking for then he or she dies and becomes part of the resource line. Resources that are not claimed remain on the resource line.

• Once everyone understands the game, all students stand with their backs turned so they cannot see the other line.

• Ask the students to choose which resources they want to represent and to make the hand signals.

• On the count of three, all the students turn around and show their signs to the opposite line and the game begins

• The deer bring their resources back to their line, showing that they have met their needs for this season and reproduced successfully. The students claimed by deer now become deer themselves for the next round.

**On the below graph, make a line graph for the number of deer and the number of resources present after each round.**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Amount of Deer/Resources** |  | | | | | | | | | | | | | | | |
| **20** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **18** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **16** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **14** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **12** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **10** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **8** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **6** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **4** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **0** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **13** | **14** | **15** |
|  | **Round** | | | | | | | | | | | | | | | |

**Mark the color you will be using for each graph item below**

* **Deer**
* **Resources**

**When you have finished graphing the results…**

**Write down 3 facts about your graph** (Example: There are exactly the same amount of deer and total resources in round 1)

**Part III – Discussion Questions: revisit these questions. What can you now add?**

• What do animals need to survive?

• What are some of the limiting factors?

• Do populations remain the same or change?

• What are other factors that might affect the deer population?

**Extensions**

* In at least one round quietly instruct all the resources to pick one resource to be, e.g., water. In the debrief, you can highlight that round. What could have happened in the round where the only resource available was water?

**Additional Activity**

Use the “White Tails” Carrying Capacity Activity to highlight the effects of human activity on a species carrying capacity. In this activity, students will read about specific events that occurred during their 200 year history. Based on the events, students will predict what a graph of the deer population over that 200 year period would look like. Students then compare their graphs to the actual deep population over that time period, and analyze the data to answer a series of questions and take part in a group discussion.

Students can also compare their “Oh Deer” graphs to their “White Tail” graphs and compare/contrast natural effects vs. human effects on habitation.

**Next Generation Science Standards (NGSS)**

|  |  |
| --- | --- |
| **HS-LS2-1.** | **Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales** |
| **HS-LS2-6.** | **Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem** |
| **HS-LS2-7.** | **Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity** |

This activity is adapted from the Western Regional Environmental Education Council, Project Wild. 1986

Parts of this lesson are adapted from the Nature Bridge Lesson “Oh Deer”: <https://www.naturebridge.org/sites/default/files/Oh%20Deer_1.pdf>