



**A Website Designed to Guide Children in Positive  
Interactions with Wildlife in New England**

Interactive Qualifying Project

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## **Abstract**

A website was designed to guide children of ages 7-15 years in New England in positive interactions with wild animals in their region. The site includes information and references about various wild animals, as well as activities and quizzes to stimulate interest. The goal of this project was to design and implement a website that would provide children with a useful and understandable resource that they can use to learn about wildlife in their area.

## **Acknowledgements**

I would like to thank Professor Daniel Gibson for advising this project and providing both knowledgeable insight about wildlife and valuable ideas about understandable website design.

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## **Background and Introduction**

Children in New England are inherently provided many opportunities to observe and interact with wildlife. These opportunities can arise in their backyards, neighborhoods, or communities. Many inquisitive children desire to learn more about the wild animals that live in their region. As a result of living in such close proximity to the wide variety of wild animals native to New England, situations may arise for these children where they must interact with wildlife. However, there are limited resources for children to use regarding the best ways to go about these interactions, because many of the websites that address these topics are designed for use by adults. The language, design, and content of such websites make them difficult for children ages 7-15 to understand, and fails to retain their attention on the subject material.

A website was designed that would spark the interest of children ages 7-15 by providing interactive quizzes, bright colors, and hands-on activities that they could take part in. These elements of the site focus on providing the children with information about New England wildlife, as well as suggesting ways that they should interact with wild animals if necessary. The recommendations made about these interactions encourage respect of all wild animals and personal responsibility for ensuring that wild animals, as well as pets and people, remain safe at all times. In addition, information about the Rabies virus and precautions that should be taken to avoid exposure are included.

The format of the website was created to be simple enough for youths to understand, but retain the interest and attention of young users. There are currently several other websites that serve similar purposes as this one, but are designed differently. The “Wildlife Kids Club,” page by the Wildlife Associates (2005) is available at [www.wildlifekidsclub.org](http://www.wildlifekidsclub.org) and has different sections for children, parents, and teachers to make use of. However, the option menu is somewhat inaccessible (located at the bottom of the page and out of view without scrolling through the site), as well as being wordy and unclear about what type of content is associated with each link. Small font size on this page could also pose a problem for children who have difficulty reading small characters.

The U.S. Fish and Wildlife Service sponsors a website titled “Let’s Go Outside” (2009) at [www.fws.gov/letsgooutside/](http://www.fws.gov/letsgooutside/) which contains blurbs and links to recent wildlife-related news articles. However, again, the small font size of this page makes it potentially difficult for children to read. In addition, there is little content aside from the news blurbs, which are uncategorized and simple links to other sites.

The website that was created for this project is entitled “Wildlife & You,” and will be available through a link on the homepage of the First Town Veterinary Science 4-H Club’s website (<http://firsttown4h.org>). It was specifically designed to be age-appropriate for members of this club, most of whom are between the ages of 7 and 15 years old. As a veterinary science-themed group, these children share an interest in animals, although the group focuses largely on

domestic animals. Nonetheless, the majority of the club's members hail from Windsor, CT and its surrounding towns, where there is an abundance of wildlife for them to observe. A simple, easy-to-use resource for children to learn about New England wildlife will benefit members of this club, as well as any children who access the site hoping to gain knowledge about wild animals.

## **Materials and Methods**

The website itself contains lists of references used for each site. In general, many of these references are websites that contain wildlife information written at a level and format that is geared toward adult audiences. The "Wildlife & You" website was created with the goal of compiling the important facts from these various informational sites in a way that was interesting and easy for children to use and understand.

The design, layout, and formatting of the website was done using a software program called "Adobe Dreamweaver Creative Suite 3." This application allows individuals with minimal knowledge of computer coding to create their own website. The program was an invaluable tool because it was so simple to use and its features were so intuitive.

For several aspects of the site, such as the font size tab and the title banner displayed at the top of each page, CSS code was employed to achieve the desired effects. Because Dreamweaver is designed to be so simple, it did not easily allow for these more "involved" aspects to be inserted into the site. An online tutorial site ("CSS library," 2006) was referenced for instructions on how to write and use CSS code.

## **Discussion**

Content of the final "Wildlife & You" website is found in Appendices A-**2** of this report.

The "Wildlife & You" website was designed and implemented to provide children ages 7-15 with a resource that they can use to learn about New England wildlife, as well as to guide their interactions with wildlife. Within the site, there are individual information pages about many wild animals commonly found in New England, as well as a "Q&A" page that answers many questions they may have about how to positively interact with wildlife. Two quizzes, containing ten questions each, are based on the animal information pages and the Q&A page. The difficulty levels of the quizzes are appropriate for ages 7-11 years and 12-15 years. The Q&A page also discusses the threat of the Rabies virus, and necessary precautions that children can take to decrease their risk of infection with Rabies. This page contains a link to a "Rabies Information" page, which details the virus, its spread, symptoms, and prevention. An activities page contains a list and descriptions of hands-on activities that children can take part in to

interact with wildlife, such as building a birdhouse or birdfeeder, planting a butterfly garden, or constructing a simple wildlife observation blind. For each activity, one or several links to instructional websites are provided.

One important goal of the website is to capture and retain the attention of children so that they do not quickly lose interest in the content of the site. This is addressed by providing interactive quizzes that users can use to test their knowledge, as well as hands-on activities that they can complete. In addition, bright colors, a banner, and pictures add to the attractiveness of the site, which can help keep the interest of the users.

In addition to providing interesting material, another goal in this project was to provide a site that was simple enough for children as young as 7 years old to be able to use effectively and with relative ease. The language of the site is generally simple and straightforward, so that young children would understand. In addition, the format of the site itself is relatively simple, with a menu bar on the right side of the page containing links to each major section of the site.

The finished “Wildlife & You” website is informative for children of ages 7-15 about New England wildlife and ways in which they can interact with wildlife in a safe and respectful manner. It provides children with an understandable and interesting resource that they can use to gain knowledge about wild animals in the New England region.



## References

- (2005). Wildlife Kids Club. Retrieved April 27, 2009, from Wildlife Associates Web site:  
<http://www.wildlifekidsclub.org/main/index.php>
- (2006). CSS library. Retrieved April 20, 2009, from Dynamic Design Web site:  
<http://www.dynamicdrive.com/style/>
- (2009). Let's go outside. Retrieved April 27, 2009, from U.S. Fish & Wildlife Service Web site:  
<http://www.fws.gov/letsgooutside/>

## Appendix A: Website Home Page

Figure 1 shows a screenshot of the home page for the Wildlife & You website. The menu bar to the left contains hyperlinks to other pages within the site. The banner shown at the top of the screen is present on all of the site's main pages that do not open in another window. The "Font Size" tab on the right side of the screen expands when the mouse pointed is placed above it, and has buttons that allow the font size to be increased or decreased. The bottom right part of the screen contains the content for this page (an introduction to the site, as well as some basic guidelines for how to use the site's features), which the user can scroll through.

*Figure 1: Screenshot of home page*



The content of the website's home page, in plain text, is as follows:

Welcome!

This site is designed to guide children and young teens in helping to preserve and interact positively with wildlife in their backyard and/or community.

If you want to change the font size, place your mouse over the tab to the right that says "font size," then click "Bigger" or "Smaller." You can do this as many times as you want so that the font size is just right for you!

If you see a small letter or number next to something you are reading in this site, that means that more information is available about this topic at another web site. You can click on the small letter/number, and the bottom of the page will show you what site you can use to find out more. Try it out [here](#)!

Choose an item from the menu to the left and get started!

1) This is where you would find the information for other websites that you can visit to learn more about a topic.

## **Appendix B: Animal Info Page**

The main Animal Info page is accessed by clicking the link in the menu that says “Animal Info.” The content of the page contains an introduction, as well as a list of links to pages about each different type of animal on the site. The content of this main Animal Info page, in plain text, is as follows:

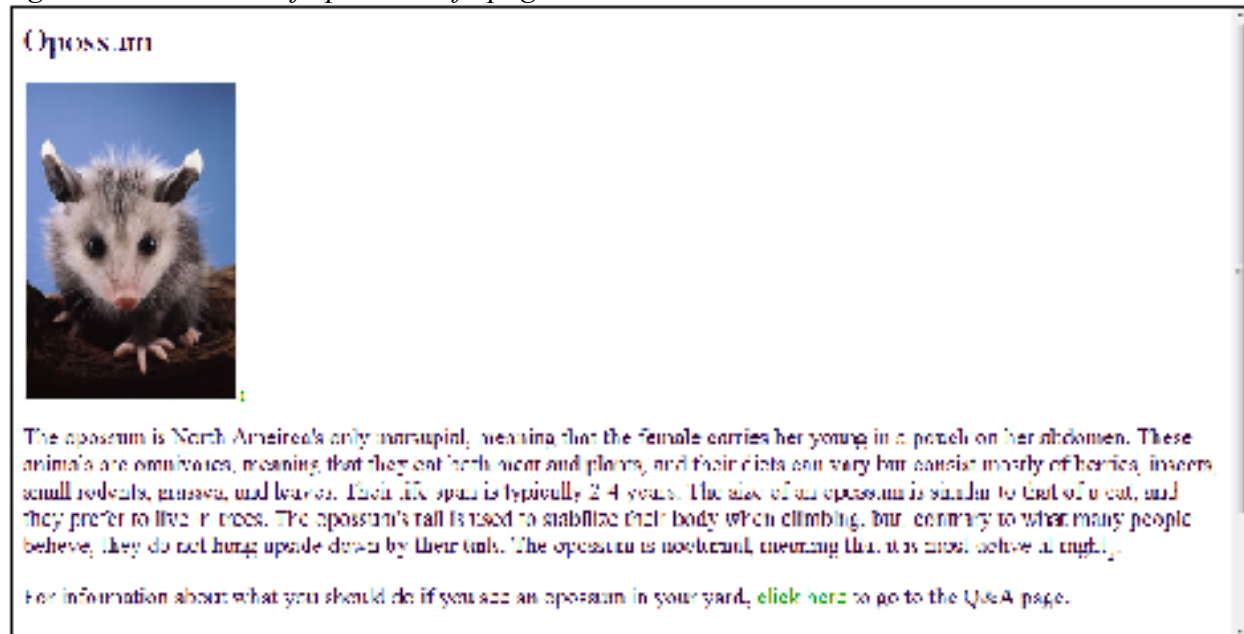
### **Animal Information**

Want to find out more information about a certain kind of wild animal that lives in New England? Click on an animal name to get started!

- [Beaver](#)
- [Bear](#)
- [Chipmunk](#)
- [Coyote](#)
- [Deer](#)
- [Fox](#)
- [Opossum](#)
- [Rabbit](#)
- [Raccoon](#)
- [Skunk](#)
- [Snake](#)
- [Squirrel](#)
- [Turtle](#)
- [Woodchuck](#)

When a user clicks on one of the animal name links, a separate browser window is opened, which contains information about that specific species of animal, a picture, and references. Figure 2 shows a screenshot of the opossum page. The formatting and appearance of this page is similar to that of all of the animal pages. The references for this page are out of view in the screenshot, but are located at the bottom of the page.

Figure 2: Screenshot of opossum info page



The following is the content of the Beaver Info Page, in plain text.

### Beaver

Live in mostly underwater huts called dams, which are made of branches, sticks, and mud in rivers, marshes, streams, lakes, and ponds. Beavers eat mostly tree bark, although they occasionally also eat roots and other forms of vegetation. They can live to be up to 20 years old<sup>1</sup>.

For more information about beavers and wild animals in general, [click here](#) to go to the Q&A page.



2

### References:

1) (2009). Beaver- *castor canadensis*. Retrieved April 5, 2009, from NatureWorks Web site: <http://www.nhptv.org/Natureworks/beaver.htm>

2) Image is ClipArt from Microsoft Word

The following is the content of the Bear Info Page, in plain text.

## Bear



1

Encountering a wild bear in New England is very rare, because bears usually try to avoid contact with humans. However, there is always a chance of seeing a wild bear when you are camping or in the woods, so it is a good idea to know what to do in this situation (it also provides a great example of why it's often safest to have an adult with you when you are hiking or camping). If you encounter a bear, the most important thing to remember is to **STAY CALM**, because becoming agitated will only make the bear feel threatened. In addition, it's important not to run away, because a bear can run faster than an Olympic sprinter, meaning that it will always be able to catch up to you. If the bear has not seen you, move away from it quickly and quietly, and give it plenty of space. If the bear has caught sight of you, use a calm, firm voice to speak to it, while backing away slowly, and slowly waving your arms above your head to make yourself seem larger. Do not be surprised if the bear stands on its back legs when it sees you, because they often do this to try to identify what you are. Never get between a mother bear and her cubs, because she will always act aggressively to protect her young<sup>2</sup>.

For more information about bears and wild animals in general, [click here](#) to go to the Q&A page.

## References:

1) Image is ClipArt from Microsoft Word

2) (2007, October 1). Top 5 tips for surviving a bear encounter. Retrieved April 13, 2009, from Listverse Web site: <http://listverse.com/nature/top-5-tips-for-surviving-a-bear-encounter/>

The following is the content of the Chipmunk Info Page, in plain text.

## Chipmunk



1

Chipmunks are small mammals that feed on both plants, like seeds, mushrooms, nuts, and leaves, and animals, such as frogs and birds. Chipmunks build their homes in underground burrows that they dig.

For more information about chipmunks and wild animals in general, [click here](#) to go to the Q&A page.

### References:

1) Image is ClipArt from Microsoft Word

2) (2008). Chipmunk. Retrieved April 14, 2009, from A-Z Animals Web site: <http://a-z-animals.com/animals/chipmunk/>

The following is the content of the Coyote Info Page, in plain text.

### Coyote

Most active at night and early hours of morning. Coyotes have black noses, with fur that is either grayish brown or yellowish brown. One interesting way to identify a coyote is to watch its tail when it runs, because coyotes run with their tails down, while wolves and dogs do not. In spring and summer, coyote hunt small prey like mice, and they eat berries, fruits, and vegetables in fall and winter. Coyotes often use howls, barks, yips, and growls to communicate with one another<sup>1</sup>.

For more information about coyotes and wild animals in general, [click here](#) to go to the Q&A page.



2

### References:

1) (2008, Feb 5). Coyotes. Retrieved April 4, 2009, from UMass Extension Web site:  
<http://www.extension.org/pages/Coyotes>

2) Image is ClipArt from Microsoft Word



The following is the content of the Deer Info Page, in plain text.

## Deer



1

The white-tailed deer is common in New England. It is tan or brown in summertime, and grayish brown in winter. These mammals are herbivores, meaning that they feed on plant material, such as grass, leaves, seeds, nuts, and even twigs and bark. Baby deer, called fawns, have white spots on them that help them blend in with their surroundings (called camouflage), which makes them harder for predators to see. Deer prefer to live in wooded areas. They are very good at running, leaping, and swimming, which helps them escape from predators. When a mother deer is running from a threat, she will often raise her tail (called "flagging"), revealing the white underside. This white "flag" allows her fawn to know where she is and stay with her while she is running<sup>2</sup>.

For more information about deer and wild animals in general, [click here](#) to go to the Q&A page.

## References:

1) Image is ClipArt from Microsoft Word

2) (2009). White-tailed deer- *odocoileus virginianus*. Retrieved April 12, 2009, from NatureWorks Web site: <http://www.nhptv.org/NATUREWORKS/whitetaileddeer.htm>

The following is the content of the Fox Info Page, in plain text.

Fox



The red fox is found in New England and in many other areas of the world. It is most commonly red or brown in color, although about 10% of wild fox are silver or black (although they still belong to the "red fox" category). Fox in the wild can live between 2-6 years. They are opportunistic feeders, meaning that they will eat almost any food they can find, so their diets range greatly but can include berries, birds, reptiles, fish, rodents, vegetables, and even human garbage. Fox live in dens, and are most active at night, as well as at dusk and dawn<sub>2</sub>.

For more information about the fox and wild animals in general, [click here](#) to go to the Q&A page.

References:

1) Image is ClipArt from Microsoft Word

2) Baldwin, M (2007, September 9). Speed read: Red fox (*vulpes vulpes*). Retrieved April 14, 2009, from Wildlife Online Web site: [http://www.wildlifeonline.me.uk/speed\\_read.html](http://www.wildlifeonline.me.uk/speed_read.html)

The following is the content of the Opossum Info Page, in plain text.

## Opossum



1

The opossum is North America's only marsupial, meaning that the female carries her young in a pouch on her abdomen. These animals are omnivores, meaning that they eat both meat and plants, and their diets can vary but consist mostly of berries, insects, small rodents, grasses, and leaves. Their life span is typically 2-4 years. The size of an opossum is similar to that of a cat, and they prefer to live in trees. The opossum's tail is used to stabilize their body when climbing, but, contrary to what many people believe, they do not hang upside down by their tails. The opossum is nocturnal, meaning that it is most active at night<sup>2</sup>.

For information about what you should do if you see an opossum in your yard, [click here](#) to go to the Q&A page.

### References:

1) Image is ClipArt from Microsoft Word

2) Reynolds, T. Opossum facts. Retrieved April 14, 2009, Web site:  
<http://biology.clc.uc.edu/students/114-Sum98-Opossums/facts.htm>

The following is the content of the Rabbit Info Page, in plain text.

## Rabbit



Wild rabbits live by the edges of open meadows or fields, in wooded thickets or dense, tall grass, or at the edge of forests or marshy areas. They are herbivores (eat plants), and eat grass, herbs, twigs, bark, and vegetables. They are active year-round. During the day, rabbits generally do their best to stay hidden from predators, and forage for food at night. If a rabbit is threatened, it will first freeze and remain completely still until the danger has passed. However, if the threat continues to advance toward the rabbit, it will flee<sup>2</sup>.

For more information about rabbits and wild animals in general, [click here](#) to go to the Q&A page.

## References:

1) Image is ClipArt from Microsoft Word

2) (2002). Cottontail rabbits. Retrieved April 16, 2009, from DT Department of Environmental Protection Web site: [http://www.ct.gov/dep/cwp/view.asp?a=2723&q=325996&depnave\\_gid=1655](http://www.ct.gov/dep/cwp/view.asp?a=2723&q=325996&depnave_gid=1655)

The following is the content of the Raccoon Info Page, in plain text.

## Raccoon

Raccoons are nocturnal, meaning that they are mostly active at night. If you see a raccoon that is acting depressed and unafraid of humans, or excited and aggressive, especially during the daytime, go inside immediately and call your local animal control officer<sup>1</sup>, because these are signs that it could have Rabies. [Click here](#) to learn more about the signs of Rabies in animals.

Raccoons are opportunistic feeders, which means that they will eat whatever is provided to them by their environment. Their diets can vary greatly, but often include fruits, vegetables, insects, small rodents, fish, and snakes. The raccoon prefers to make its den in a warm, dark, and easily defensible location<sup>2</sup>.

For information about what you should do if you see a raccoon in your yard, [click here](#) to go to the Q&A page.



3

## References:

1) (2000). Raccoon Rabies. Retrieved April 3, 2009, from The Gable's Raccoon World Web site: <http://www.geocities.com/rainforest/vines/4892/raccoonrabies.html>

2) (2004). Living with raccoons. Retrieved April 14, 2009, from Project Wildlife Web site: <http://www.projectwildlife.org/living-raccoons.htm>

3) Image is ClipArt from Microsoft Word

The following is the content of the Skunk Info Page, in plain text.

## Skunk



Skunk are mostly nocturnal animals, meaning that they are most active at night. They are omnivores, which feed on both meat (insects and small rodents) and plants (berries, seeds, and fruits). Skunk are also known for raiding human garbage to find food. They like to live near sources of water, and prefer to make their homes in areas that are warm, dry, dark, and easy to defend. The two main threats that skunks face are cars and great horned owls. When a skunk feels threatened, it will fluff its fur, stamp its front feet, and possibly spit to try to scare whatever is attacking it. If these tactics do not work, the skunk releases a spray from two small glands beneath its rectum in a fanlike pattern. This spray has a distinct and persistent smell<sub>2</sub>.

For more information about the skunk and wild animals in general, [click here](#) to go to the Q&A page.

## References:

1) Image is ClipArt from Microsoft Word

2) (2004). Living with skunks. Retrieved April 14, 2009, from Project Wildlife Web site: <http://www.projectwildlife.org/living-skunks.htm>

The following is the content of the Snake Info Page, in plain text.

### Snake

Commonly found basking in the sun on surfaces such as asphalt, rocks, and wooden fences, snakes should be left alone if encountered<sup>1</sup>.



For information about what you should do if you find a snake in your yard, [click here](#) to go to the Q&A page.

### References:

1) Link, Russell (1997). Living with wildlife: Snakes. Retrieved April 5, 2009, from Washington Department of Fish and Wildlife Web site: <http://wdfw.wa.gov/wlm/living/snakes.htm>

2) Image is ClipArt from Microsoft Word

The following is the content of the Squirrel Info Page, in plain text.

## Squirrel



Squirrel are typically grey in color, although their undersides may be white. In the wild, squirrels usually live 4-5 years. Although their activity varies slightly depending of the season, squirrel are most active during the daytime. Squirrel live in dens called "dreys," which are usually located in trees and made up of moss, twigs, and leaves. They eat berries, nuts, and plants, however they are opportunistic feeders, meaning that they will often eat other items that they are able to find. Female squirrels can have one or two litters of babies (called kittens) per year, and each litter consists of 2-4 kittens<sub>2</sub>.

For more information about the squirrel and wild animals in general, [click here](#) to go to the Q&A page.

### References:

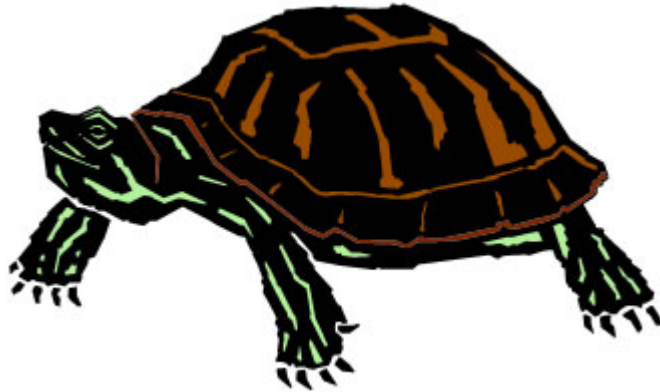
1) Image is ClipArt from Microsoft Word

2) Baldwin, M (2007, September 9). Speed read: grey squirrel (*sciurus carolinensis*). Retrieved April 14, 2009, from Wildlife Online Web site: [http://www.wildlifeonline.me.uk/speed\\_read.html#sc](http://www.wildlifeonline.me.uk/speed_read.html#sc)



The following is the content of the Turtle Info Page, in plain text.

Turtle



Turtles are omnivores, so will eat both meat and plants. Their diets vary greatly but can include insects, grasses, leaves, and even small rodents. Turtles use their shell for protection, and will usually pull their head and legs inside the shell when they are threatened. The snapping turtle, though, which is larger than other types of turtle, will behave aggressively if it is threatened<sup>2</sup>, which is why it is important to have an adult touch a turtle only if necessary, and only if it is smaller than the size of a soccer ball.

For information about what you should do if you see a turtle crossing a road, [click here](#) to go to the Q&A page.

References:

1) Image is ClipArt from Microsoft Word

2) (2008, May 27). Team snapping turtle. Retrieved April 11, 2009, from New Hampshire Animals Web site: <http://nhanimals.wetpaint.com/page/Team+Snapping+Turtle?t=anon>

The following is the content of the Woodchuck Info Page, in plain text.

Woodchuck



1

Woodchucks are also commonly called groundhogs. They live in forests or rocky areas, and feeds on grass and herbs. These mammals can live 4-6 years in the wild<sub>2</sub>.

For more information about woodchucks and wild animals in general, [click here](#) to go to the Q&A page.

References:

1) Image is ClipArt from Microsoft Word

2) Woodchuck. Retrieved April 15, 2009, from ThinkQuest Web site:  
<http://library.thinkquest.org/5512/woodchuck.htm>

## **Appendix C: Q&A Page**

The Q&A page provides several commonly asked questions as well as answers to those questions. The references are listed at the very bottom of the page. It can be accessed by clicking the “Q&A” link in the menu bar. The following is the content of the Q&A page, shown here in plain text.

Have a question about interacting with wildlife? You just might find the answer in this section!

### **Questions & Answers**

#### **Q. What should I do if there is a snake in my yard?**

A. Most snakes in New England are harmless to people, and some are even helpful to gardens. However, if you see a snake in your yard, it is a good idea to simply give it space and not disturb it.

#### **Q. What should I do if I see a wild animal, such as a raccoon or an opossum, in my yard?**

A. If you see a raccoon or opossum in your yard, you should bring yourself and your pets indoors until the animal has left. These two animals specifically are nocturnal, which means that they are usually active at night, so it is not uncommon to find them wandering around in the evening. If, however, you see a nocturnal animal like this during daytime, or it appears to be acting aggressive, disoriented, or sick, the animal could be sick with Rabies, which is very dangerous to humans and pets. (For more information about Rabies in wild animals, [click here](#)). If you see an animal in your yard or neighborhood that is showing any of these signs, call your local animal control immediately to describe the animal and where you saw it.

#### **Q. I found a baby bird. What should I do?**

A. Resist the urge to touch or "rescue" a baby bird that seems to have fallen from its nest. There is a good chance that its mother is watching from above and waiting for an opportunity to come help it. The best thing you can do to help the baby bird is to simply leave the area, so the mother bird feels safe helping the baby. Make sure you bring any pets inside for a while, because they may disturb the baby or scare away the mother bird. IF you have allowed at least 4-5 hours of undisturbed, quiet time and the baby bird is still where you left it, check to see if the bird has any feathers. If so, it is normal for it to be on the ground. If not, ask an adult to carefully return the baby to its nest if one can be located, or call a local wildlife rehabilitator for advice.

**Q. Is it okay for me to put food out for wild animals in my yard?**

A. While birdfeeders are okay to feed wild birds, in general you should not put food out for wild animals. Animals often return to places that they have found food in the past, and providing food near your home could result in some "unwanted visitors." Also, many types of human food may be harmful to wild animals that aren't used to the diets we eat.

**Q. There is a turtle crossing the road. What should I do?**

A. Turtles do not understand the danger involved in crossing roads, so it is not uncommon to find one crossing on a summer day in New England. Most turtles in New England are harmless to humans, and if you have a willing adult, you could assist the turtle in its journey by having the adult pick it up carefully (placing fingers on the shell where the turtle cannot turn its head to reach), and move it to the side of the road that it was heading toward. However, if the turtle is larger than a soccer ball, it should not be picked up, since it may be a snapping turtle. In this case, an adult can use a solid object like a branch to encourage the turtle to move across the road.

**Q. What are some guidelines for protecting pets and wildlife?**

A. To protect your pet from diseases that can be spread by wild animals, speak to your veterinarian about what vaccines are necessary (all pets in the state of CT are required to receive regular Rabies vaccinations, and your veterinarian will probably be able to suggest other vaccines to protect your pet based on its risks). Another idea to keep your pet and wildlife safe is to walk your pet on a leash, to prevent it from disturbing wildlife. If this is not an option for you, try to at least do a quick visual scan of your yard before you let your pet outdoors to make sure that there are no wild animals or other hazards in the area.

**Q. I am planning a campfire. What do I need to do to protect wildlife?**

A. First, make sure that the area that the fire will be kept is well contained, and there is no risk of things outside of the fire pit catching fire (for example, branches that hang over fire pits present a risk of spreading the flame outside of the pit). Many states or towns have rules about where a fire can and cannot be held, so have an adult check to make sure that your fire will follow these guidelines. Never leave a burning fire unattended; make sure someone is watching it at all times. When the fire is finished, have an adult shovel enough dirt or sand onto the coals to smother them, so that the fire cannot re-ignite.

**Q. Who can I call if I find a hurt animal?**

A. The answer to this question depends on where you live, the type of animal, and the injuries it has sustained. First and most importantly, if you find a hurt wild animal, DO NOT touch it. Animals that

are in pain often do not act rationally, and may strike out at you, because they do not understand that you are trying to help. Call your local animal control officer to ask their advice. They may know of a veterinarian that would be able to assist the animal, or have other ideas of the best way to deal with the situation.

**Q. What are some important phone numbers to have handy in case of a wildlife emergency or issue?**

A. Keep the phone number of your local animal control officer handy, because they are an excellent resource in knowing the best way to deal with an emergency involving a wild animal. If you have a pet, also know the phone number for their veterinarian, in case your pet were harmed by a wild animal.

References:

a) Wildlife profile: Snapping turtle. Retrieved April 3, 2009, from New Hampshire Fish and Game Department Web site:

[http://www.wildlife.state.nh.us/Wildlife/Nongame/turtles/snapping\\_turtle.htm](http://www.wildlife.state.nh.us/Wildlife/Nongame/turtles/snapping_turtle.htm)

b) Minter, C (2009). There's a snake in the yard! What to do (and not to do) when you see a snake. Retrieved April 3, 2009, from Ezine articles Web site: [http://ezinearticles.com/?Theres-a-Snake-In-The-Yard!--What-to-Do-\(and-not-do\)-When-You-See-a-Snake&id=58683](http://ezinearticles.com/?Theres-a-Snake-In-The-Yard!--What-to-Do-(and-not-do)-When-You-See-a-Snake&id=58683)

c) Jacobs, S (1998). I found a baby bird, now what?. Retrieved April 6, 2009, from Healers of the Wild Web site: [http://www.nrawildlife.org/documents/jacobs\\_birds.pdf](http://www.nrawildlife.org/documents/jacobs_birds.pdf)

## **Appendix D: Rabies Info Page**

The Rabies Info Page can be accessed by clicking a link either on the Raccoon Animal Info page or by clicking a link in the Q&A page. All references used are listed at the bottom of the page. The content of the Rabies info page, in plain text, is as follows:

### **Rabies in Wild Animals**

Rabies is a very dangerous virus that is spread by the bite of an infected animal. Any mammal (even people) can be infected with Rabies, although raccoons, bats, skunks, fox, and coyotes carry the disease most frequently. This does not mean that all animals of these species are infected, but that contact with these animals should be avoided, and special care should be taken to watch these animals closely for signs that they may be infected.

Signs that an animal has Rabies can include a wild animal that is aggressive, anxious, and unafraid of people, or one that is acting depressed. Some infected animals will foam at the mouth.

If you see an animal that displays the symptoms of Rabies, go inside or as far away from the animal as you can, and call your local animal control officer, who will be able to help. Be able to describe where you saw the animal, if it appeared to be going anywhere, and what symptoms it displayed.

If you are bitten by any wild animal, cleanse the bite wound with soap and water, and then seek medical help, either at your family doctor or hospital, immediately. Rabies in humans can be treated if prompt medical action is taken<sup>1</sup>. It is also very highly recommended (and probably required by law in your state) that your pets be vaccinated against Rabies on a regular basis, as dictated by your veterinarian. Even if your pet is up to date on its Rabies vaccine, if he or she sustains a bite from a wild animal, it is a good idea to alert your veterinarian, who may want to take further steps (such as boosting the vaccine) to protect your pet from infection with the virus.

### **References:**

1) [http://kidshealth.org/parent/infections/bacterial\\_viral/rabies.html](http://kidshealth.org/parent/infections/bacterial_viral/rabies.html)

## Appendix E: Quizzes Page

The Quizzes Page can be accessed by clicking the appropriate link in the menu bar. Figure 3 shows a screenshot of the main Quizzes screen, which contains links that open the first quiz question for the selected age group in a new window.

Figure 3: Main Quizzes page screenshot



When the user selects an age group, a new window will pop up containing the first quiz question. If the user clicks on one of the wrong answers, they are directed to a page that informs them that they have chosen the wrong answer, and contains a link back to the question, so that they may attempt to answer it again. If the user selects the correct answer, the page is directed to a screen that congratulates them on choosing the right answer, and then allows them to choose whether they want to move on to the next question, or return to the previous question that they just completed. Each quiz contains ten multiple choice questions.

The content of the quiz for ages 7-11 is as listed below in plain text. For simplicity, the correct answer that allows the user the option of moving on to the next quiz question is underlined, although in the actual quiz the correct answer is not underlined.

1. Which of these people should you consider an excellent resource for knowing how to deal with wild animals and emergencies involving wild animals?

- a) Your next-door neighbor
- b) Your school librarian
- c) Your local animal control officer
- d) Any adult

2. If an animal is "nocturnal," what does that mean?

- a) It is active during nighttime.
- b) It only eats plants.
- c) It sleeps during the night, and is awake during the day.
- d) It has bright colors that help it attract friends.

3. You find a baby bird that seems to have fallen from its nest. You should...

- a) Bring it inside your house, where you can take care of it.
- b) Wait next to it, feeding it worms every few hours, until its mother comes to help it.
- c) Bring it to your local animal rescue shelter.
- d) Leave the area, to allow the mother bird to feel safe helping the baby.



4. If it's necessary for an adult to pick up a turtle (and the turtle is smaller than a soccer ball, meaning that it is not a snapping turtle), the best way for them to do so is...

- a) Grab the turtle by its legs or tail.
- b) Special equipment is needed to pick up a turtle.
- c) By placing their fingers on part of the shell that the turtle cannot reach with its head.
- d) All of the above are good ways to pick up a turtle.

5. When should you call your local animal control officer immediately?

- a) When you see a snake in your yard.
- b) When you see an animal that is showing signs of Rabies.
- c) When you want to have a campfire.
- d) When your pet is due for vaccines.

6. What type of wild animal is it okay to put food out for?

- a) Birds
- b) Deer
- c) Bears
- d) It's okay to put food out for any type of wild animal.

7. When should you make sure that a campfire is attended?

- a) When it is first being lit.
- b) After it has been lit, until you become bored with the fire.
- c) The entire time the fire is burning, until the coals have been smothered.
- d) A campfire does not need to be attended at any specific times.

8. One of the most important things to keep in mind if you find a hurt wild animal is...

- a) How to take the animal's temperature.
- b) The animal's diet, so you can feed it.
- c) To take a picture of the animal so you can show your friends.
- d) Not to touch the animal.

9. What kind of animal has babies known as fawns?

- a) Opossum
- b) Bear
- c) Fox
- d) Deer

10. How long do wild fox usually live?

a) 1-2 years

b) 2-6 years

c) 10-12 years

d) 18-20 years

The content of the quiz for ages 12-15 is as listed below in plain text. As before, the correct answer that allows the user the option of moving on to the next quiz question is underlined, although in the actual quiz the correct answer is not underlined.

1. How is the Rabies virus spread?

a) A scratch from an infected animal.

b) Being coughed or sneezed on by an infected animal.

c) The bite of an infected animal.

d) All of the above are ways that Rabies can be spread.

2. What type of environment would a beaver be most likely to live in?

a) A wet area, such as a stream, marsh, or pond.

b) A dry, grassy field.

c) A forest, where they can make a nest in a tree.

d) Beavers are highly adaptable, and would be equally likely to live in any of the above environments.

3. What are the two main threats that skunks face?

- a) People and dogs
- b) Snakes and great horned owls
- c) Cars and great horned owls
- d) Dogs and snakes

4. When a mother deer does what is called "flagging," what is she doing?

- a) Putting a physical marking on her food so other deer will know it is hers.
- b) Raising her tail to reveal the white underside when she is threatened.
- c) Releasing a scent hormone to attract male deer.
- d) Marking her fawn, so that she will later be able to identify it as hers.

5. If you were to come across a bear in the woods that has not seen you, what is the safest thing to do?

- a) Run away, as quickly as you possibly can.
- b) Shout and wave your arms around to show the bear you are not afraid.
- c) Throw rocks, sticks, or anything you can find at the bear, to try to scare it off.
- d) Stay calm, and quickly and quietly move away from the bear, giving it plenty of space.

6. Which of the following animals is a marsupial?

a) Raccoon

b) Skunk

c) Opossum

d) Bear

7. Although it is important to remember that any mammal can carry Rabies, which of the following animals is NOT well-known for carrying the virus?

a) Raccoon

b) Fox

c) Coyote

d) Squirrel

8. Which of the following types of food would an omnivore be interested in eating?

a) Berries and nuts

b) Meat from another animal

c) Grasses and plants

d) All of the above

9. Why are baby deer (fawns) born with white spots on their bodies?

a) The spots are unique for each fawn, so the mother deer can tell the babies apart.

b) The spots allow them to camouflage with their environment.

c) The spots do not absorb heat, allowing the fawns to stay cool even during summer.

d) The spots are purely for decoration.

10. Most snapping turtles found in the New England area are larger than a \_\_\_\_\_.

a) Flattened soccer ball

b) Laptop computer

c) Hula hoop

d) Car

## **Appendix E: Activities Page**

The following is the plain text content of the main Activities page, which can be accessed by clicking the Activities link in the menu bar.

### **Activities**

Here are some activities that you can do alone or with the help of an adult that will allow you to interact with wild animals in your own backyard or community.

Choose an Activity:

- [Make a Birdfeeder](#)
- [Make a Birdhouse](#)
- [Plant a Butterfly Garden](#)
- [Make a Wildlife Observation Blind](#)

When a user clicks a listed activity on this main page, a new browser window opens that contains a general description of the activity, as well as one or more listed links to outside pages that contain instructions for completing the activity as described.

The content of the “Make a Birdfeeder” page, in plain text is as follows.

A birdfeeder is a great way to attract wild birds by providing them with food that they can collect from the feeder.

Here are some cool sites that have directions for making your very own birdfeeder:

[Small, almost entirely edible birdfeeder](#) <sup>1</sup>

[Pinecone birdfeeder](#) <sup>2</sup>

[Milk jug birdfeeder](#) <sup>3</sup>

References for pages that this site links to are:

- 1)(2009). Kids' bird feeder. Retrieved April 1, 2009, from Kaboose Web site:  
<http://crafts.kaboose.com/kids-bird-feeder.html>

2)(2009). Pinecone bird feeder. Retrieved April 1, 2009, from Kaboose Web site:  
<http://crafts.kaboose.com/pine-cone-bird-feeder.html>

3) )(2009). Milk carton bird feeder. Retrieved April 1, 2009, from Kaboose Web site:  
<http://crafts.kaboose.com/milk-jug-bird-feeder.html>

The content of the “Make a Birdhouse” page, in plain text is as follows.

A birdhouse hung from a tree branch offers shelter to wild birds, and you may be lucky enough to find that a family of birds makes their nest in your birdhouse! Remember, if you do find a nest in a birdhouse, it's okay to look, but please don't touch the nest.

Here are some cool sites that have directions for making your very own birdhouse:

[Milk jug birdhouse](#) <sub>1</sub>

[Wooden birdhouse](#) <sub>2</sub>

[Paper mache birdhouse](#) <sub>3</sub>



References for pages that this site links to are:

1) (2007). How to make a milk carton birdhouse. Retrieved March 28, 2009, from Associated Content Web site:  
[http://www.associatedcontent.com/article/254391/how\\_to\\_make\\_a\\_milk\\_carton\\_birdhouse.html?cat=24](http://www.associatedcontent.com/article/254391/how_to_make_a_milk_carton_birdhouse.html?cat=24)

2) Make a birdhouse. Retrieved April 2, 2009, from NBII Web site:  
<http://kids.nbii.gov/birdhouse.html>



3) (2000). Building birdhouses 101. Retrieved April 2, 2009, from Kidzworld Web site:  
<http://www.kidzworld.com/article/4624-building-bird-houses-101>

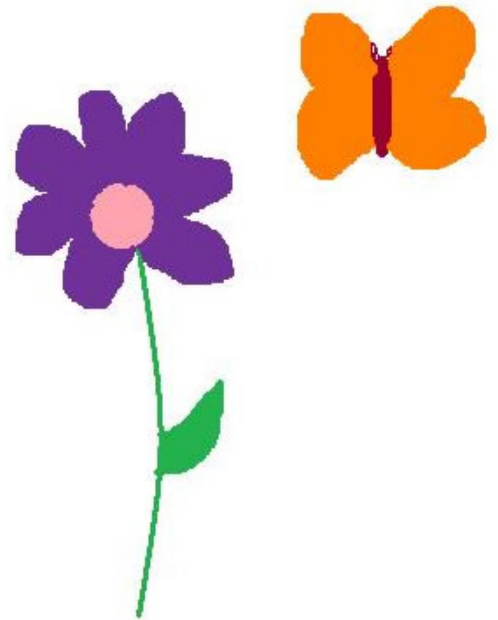
The content of the “Plant a Butterfly Garden” page, in plain text is as follows.

A **butterfly garden** is a great way to attract butterflies to your yard because it provides flowers that they like to feed and lay eggs on. A butterfly garden can be any size... while it's great to have a plot of land to use, a "windowbox" butterfly garden is also a great idea if you have limited space!

Here are some cool sites with descriptions of how to plant a butterfly garden of your very own:

[Butterfly garden 1](#) <sup>a</sup>

[Butterfly garden 2](#) <sup>b</sup>



References:

1) (2009). Butterfly gardening. Retrieved April 11, 2009, from The Butterfly Site Web site: <http://www.thebutterflysite.com/gardening.shtml>

References for pages that this site links to are:

- a) 2008). Plant a butterfly garden. Retrieved March 27, 2009, from US kids Web site:  
<http://www.cbhi.org/content/tu-funtodo-7370290.htm>
- b) McClure, R (2009). How To Plant A Butterfly Garden With Your Kids. Retrieved April 2, 2009, from About Web site: <http://childcare.about.com/cs/enrichment/ht/butterfly.htm>

The content of the “Make a Wildlife Observation Blind” page, in plain text is as follows.

An observation blind is like a "fort" that allows you to watch wildlife by camouflaging with nature. Since wild animals may not see the fort, they may come close to it, allowing you to observe wildlife close-up<sub>1</sub>.

Here is a cool site with directions for making a wildlife observation blind of your very own:

### Wildlife Observation Blind

References:

- 1) (2008). Step by step observation blind. Retrieved April 12, 2009, from Animal Planet Web site:  
<http://animal.discovery.com/fansites/backyard/projects/pallidbat.html>

The listed reference for this page is the site that the hyperlink links to.