Wisconsin Explorer

Wisconsin Explorer

Wisconsin Explorer

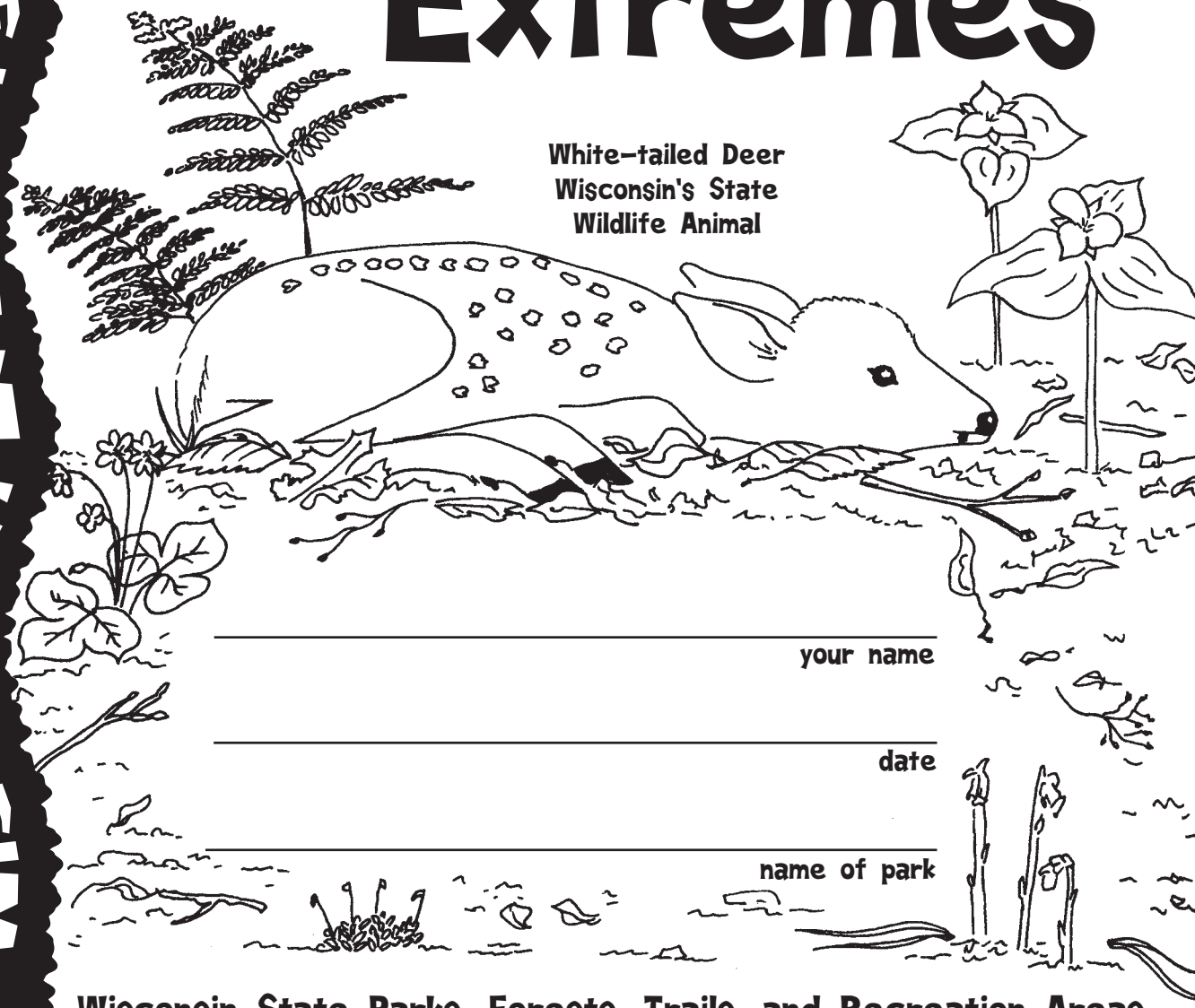
Wisconsin Explorer

Wisconsin Explorer

Wisconsin Explorers

Kids ages 6–8

Exploring the Extremes



White-tailed Deer
Wisconsin's State
Wildlife Animal

_____ your name

_____ date

_____ name of park

Wisconsin State Parks, Forests, Trails, and Recreation Areas

Have fun! Explore! Collect a patch!

Look through this book. Find something interesting to explore. Get out there and explore it. Check off things as you go!

- ☐ I found things moving through the air (page 3).
- ☐ I looked for animal holes (page 6).
- ☐ I found a worm (page 7).
- ☐ I got ready for a night exploration (page 9).
- ☐ I explored the night (page 10).
- ☐ I competed with deer (page 11).
- ☐ I tracked down a deer (page 12).
- ☐ I talked to a deer (page 13).
- ☐ I explored underwater (page 15).
- ☐ I met extreme water creatures (page 16).
- ☐ I took a hike and practiced getting lost (page 20).
- ☐ I found extreme plants (page 22).

Explorer Packs Available!
Borrow a pack filled with exploring tools. Ask park staff.

To earn a patch:

- ☐ Complete 6 to 12 of the explorations listed above.
- ☐ Attend a nature program or take a nature hike.
- ☐ Pick up litter, look for signs of wear and tear (page 18), or stand up to plant bullies (page 23).
- ☐ Fill out the evaluation form with a grown-up (found on colored center pages of booklet).

To get your patch (choose one method):

- ☐ Give your evaluation form to a park staff person and tell him/her what you did.
- ☐ Visit the Wisconsin Explorers website. Go to <www.wiparks.net> and search for 'Wisconsin Explorers.' Complete and submit the evaluation form following the directions on the website. The patch will arrive by mail in 2–4 weeks.
- ☐ Mail the evaluation form, your name and address, and a letter or drawing telling about your explorations to: Wisconsin Explorers Program PR/6, Department of Natural Resources, P.O. Box 7921, Madison, WI 53707. The patch will arrive by mail in 2–4 weeks.

For more information, call (715) 365-8966
or email DNRWisconsinParks@wisconsin.gov

The Wisconsin Explorers program is an interpretive program of the Wisconsin State Park System made possible by the generous support of the Natural Resources Foundation of Wisconsin and the following donors: Bong Naturalist Association, Friends of Buckhorn State Park, Friends of Devil's Lake State Park, Friends of Hartman Creek State Park, Friends of Interstate Park, Friends of Kettle Moraine, Inc., Friends of Kohler-Andrae State Park, Friends of New Glarus Woods State Park, Friends of Rock Island State Park, Friends of Whitefish Dunes State Park, Menasha Corporation Foundation, R.D. & Linda Peters Foundation, and one very generous anonymous donor.

Caring for Our Corner of the Earth
Natural Resources FOUNDATION of Wisconsin

Wisconsin Explorers - Exploring the Extremes (Ages 6-8)
© 2009 Wisconsin Department of Natural Resources - PUBL-PR-479 2012
Written and designed by Beth Mittermaier

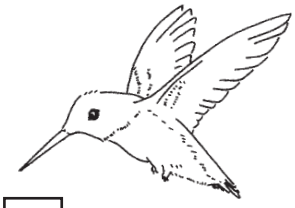
Exploring the Extremes. . .

Up in the Sky!

Have you ever thought about how something can fly? Find three identical pieces of paper. Crumple one piece into a wad. Do nothing to the second piece. Fold the third piece into a paper airplane. Which “flies” the farthest? Which “flies” the fastest? Which “flies” the slowest?

Find things moving through the air

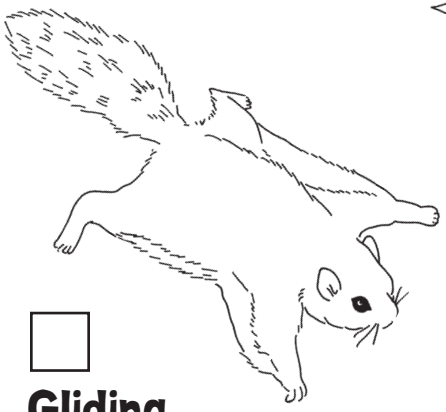
There are a lot of ways that plants and animals can move through the air. How many of these can you find in action?



☐ **Hovering**
Hummingbirds and dragonflies can move their wings so they stay in one place like helicopters.

☐ **Falling**
Sometimes things just fall through the air. Acorns fall.

☐ **Parachuting**
Dandelion seeds have tiny parachutes.

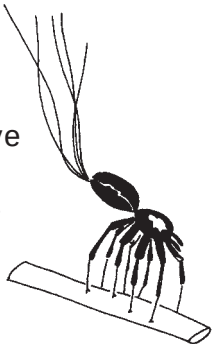


☐ **Gliding**
Animals like flying squirrels don’t really fly, they glide down from treetops.

☐ **Soaring**
Hawks and eagles can glide for miles without flapping their long wings.

☐ **Flying**
Birds, bats, and insects flap their wings. They can fly up into the air.

☐ **Ballooning**
When spiders have released enough silk, the wind lifts them up into the sky. Caterpillars can balloon, too.



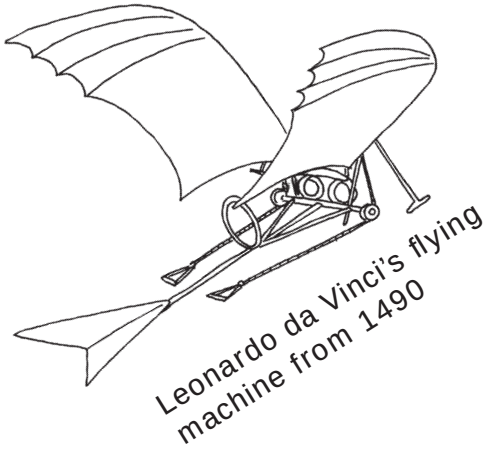
☐ **Rappelling**
Caterpillars and spiders climb down from trees using their own silk “ropes.”

Find out more

Read ***Things with Wings*** by Carson Creagh.

Take flight

Have you ever dreamed that you could fly? Over 500 years ago, Leonardo da Vinci dreamed he could. He drew pictures of amazing flying machines. They never worked, but that didn't stop him! Imagine you invented the perfect flying machine. Imagine flying over your favorite part of the park. Draw a picture of what the park would look like from the air. When you get home, find out more about da Vinci at <www.mos.org/leonardo/>.

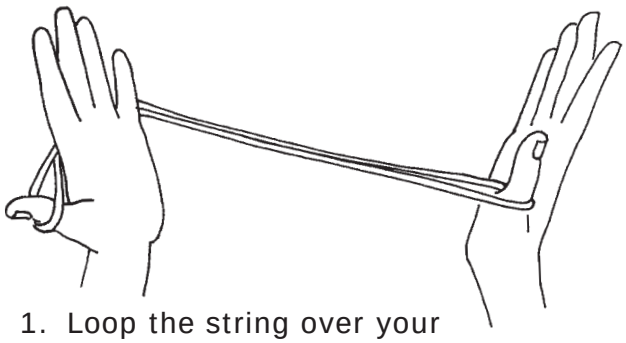


Leonardo da Vinci's flying machine from 1490

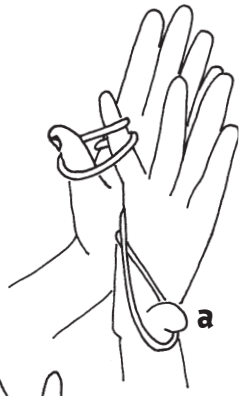
© 2009 WI Department of Natural Resources – Wisconsin Explorers – Exploring the Extremes (Ages 6–8)

Play with string

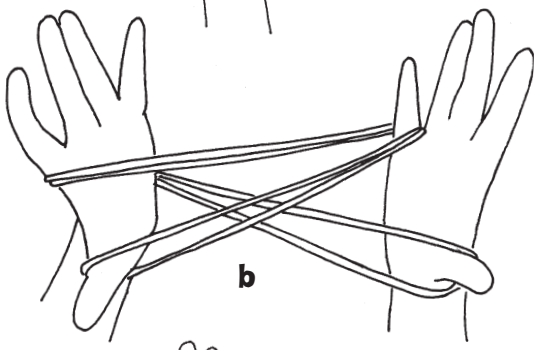
Kids all over the world make string figures. Kids in the South American country of Paraguay make mosquitoes. You will need a piece of string at least 45 inches long. Tie the ends together to make a circle.

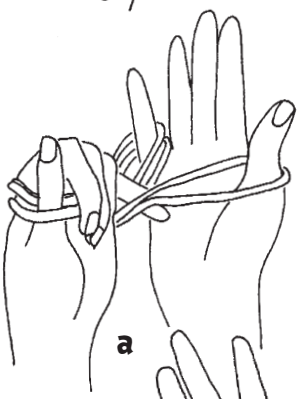


1. Loop the string over your thumbs like this.

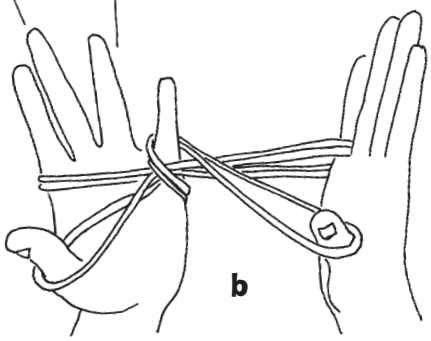


2. With your right pinkie, pick up the two strings between your left thumb and pointer finger (a). Then pull your hands apart (b).

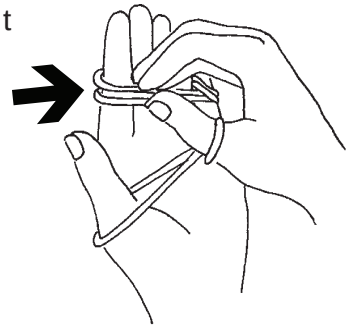




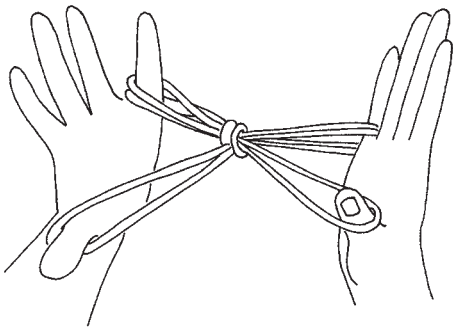
3. Reach the left pinkie over all the strings to pick up the strings on the right thumb.



4. Hold the fingers of your left hand together to keep the strings in place. With the right thumb and pointer finger pick up the strings shown with the arrow. Pull them up and over your fingers and let go of them.



5. Wiggle both hands back and forth to tighten the knot in the middle.



Now for the trick!
Pretend to catch the mosquito by clapping your hands together. Right after you clap, let the strings fall off your pinkies. When you pull your hands apart, the mosquito will be gone!

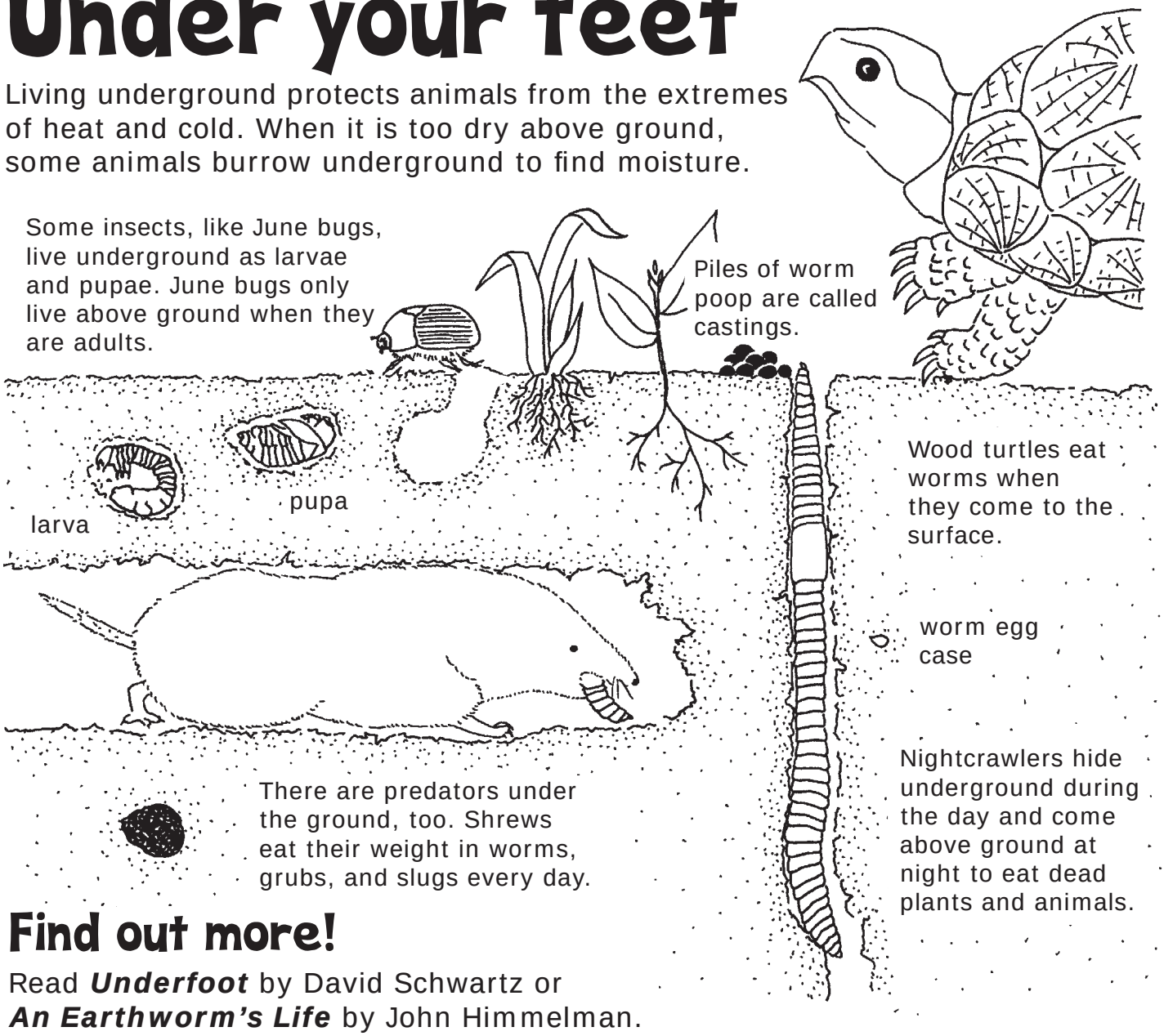
Here's what I did!

- ☐ I found ___things moving in the air.
- ☐ I imagined that I could fly over the park. I drew a picture of my bird's–eye view.
- ☐ I made a string mosquito.
- ☐ I thought about flying animals. If I could fly, I would want to be a . . .

Exploring the Extremes. . .

Under your feet

Living underground protects animals from the extremes of heat and cold. When it is too dry above ground, some animals burrow underground to find moisture.

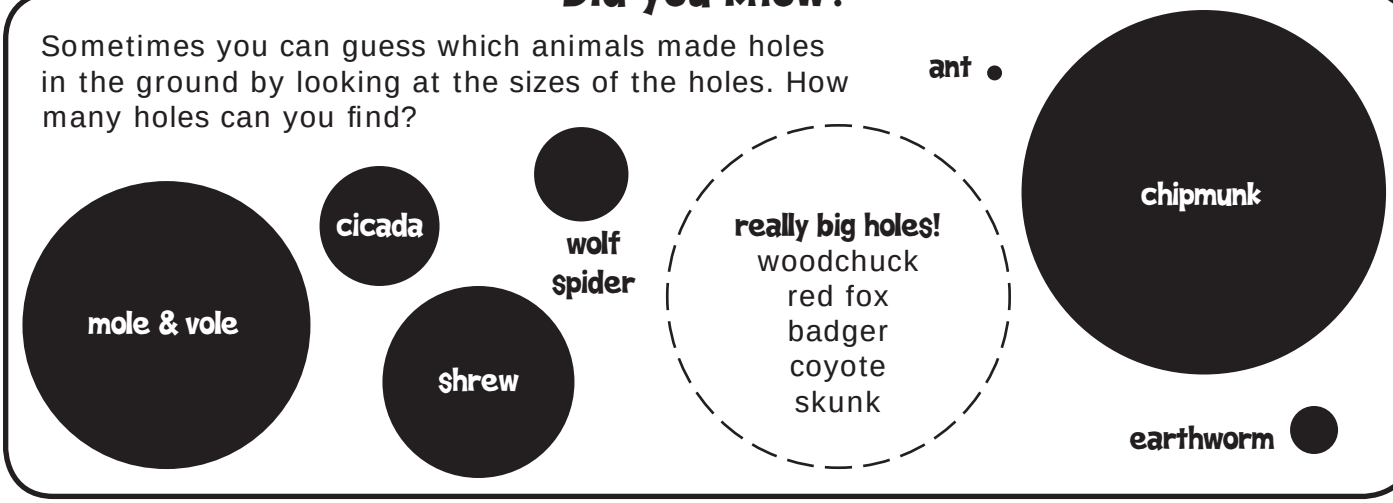


Find out more!

Read ***Underfoot*** by David Schwartz or ***An Earthworm's Life*** by John Himmelman.

Did you know?

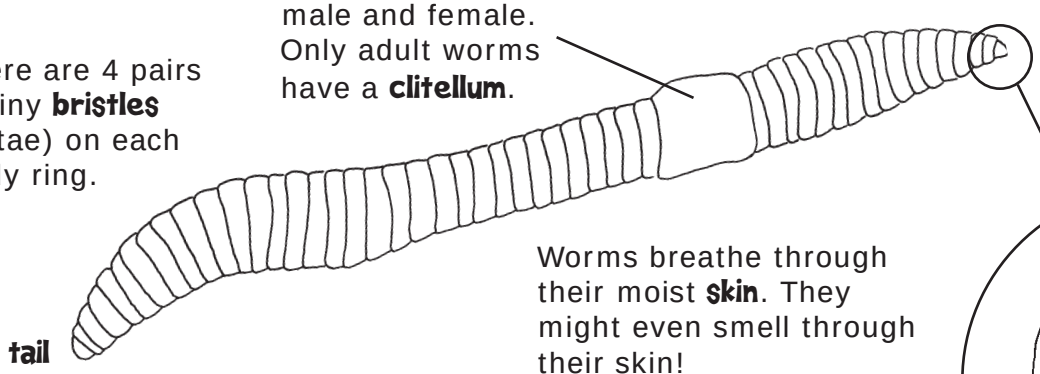
Sometimes you can guess which animals made holes in the ground by looking at the sizes of the holes. How many holes can you find?

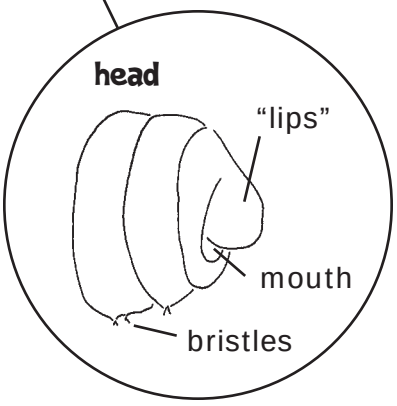


© 2009 WI Department of Natural Resources – Wisconsin Explorers – Exploring the Extremes (Ages 6–8)

Find a worm

Turn over a rock or log, or look on the ground after a heavy rain. At night, look for worms that have come above ground to eat. If you can, use a flashlight with a red light so the worms can't see the light. You can also cover your flashlight with red cellophane or any red clear plastic. Walk softly!





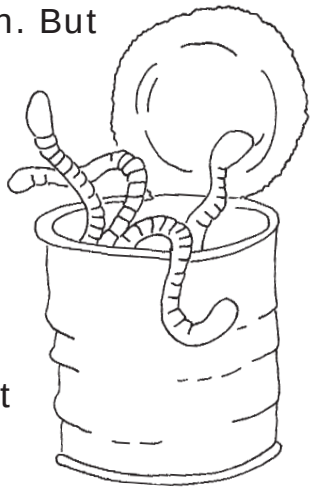
Take a closer look

- Gently rub your wet fingers along the sides of the worm. Can you feel the stiff bristles that help it move through the soil?
- Watch your worm move on a damp paper towel. Earthworms have two sets of muscles that they use to stretch and contract their bodies. Can worms move backwards?
- Hold your worm up to the light. Do you see a black squiggly line inside? That is the worm's gut!

What do you call a medieval worm?

Stop global worming

Worms are good for gardens and crop fields. They make holes in the soil so water can soak in. But worms are not good for forests. Worms eat fallen leaves too fast, leaving the forest floor bare. If you fish with worms, don't dump your leftover worms on the ground. Save them for your next fishing trip or throw them in the trash.



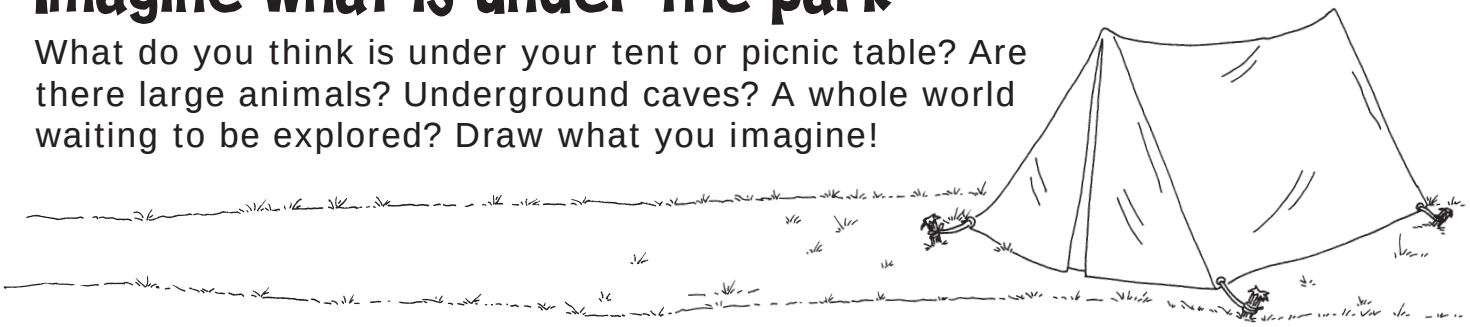
Here's what I did!

- ☐ I found holes in the ground and tried to figure out who might have made them.
- ☐ I found a worm and took a close look at it.
- ☐ I laughed at the worm joke.
- ☐ I did not throw my leftover fishing worms on the ground.
- ☐ I drew a picture of an imaginary underground world (page 8).

Answer: A knightcrawler

Imagine what is under the park

What do you think is under your tent or picnic table? Are there large animals? Underground caves? A whole world waiting to be explored? Draw what you imagine!



© 2009 WI Department of Natural Resources – Wisconsin Explorers – Exploring the Extremes (Ages 6–8)

Exploring the Extremes. . .

During the Night

People are daytime animals. If we were nighttime animals, we would have bigger ears, larger eyes, and longer noses! Can you guess why? Try these experiments to push your senses to their limits and explore the world after dark.

Get ready during the day

Make a night explorer pack

Find a backpack or bag for your supplies. Collect as many of these things as you can.

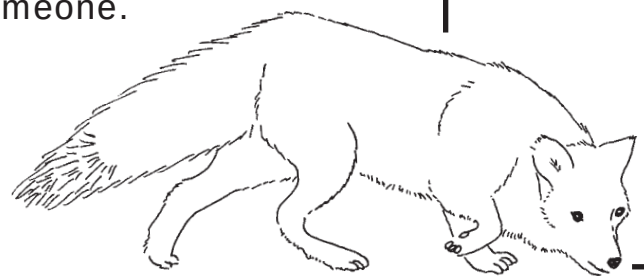
Hike during the day

Find a wide, level trail near the campground or parking lot. With a grown-up, walk the trail several times during the day. Listen to the sounds your feet make on the trail. Step off the trail with one foot. Can you feel and hear the difference? Plan to walk this same trail tonight.

Practice fox walking

Find a place to practice sneaking through the woods. Bend your knees slightly. Relax your arms at your sides. Take a baby step. Put the outside ball of your foot down first, then roll along the outside edge of your foot until it is flat on the ground.

If you feel a stick under your foot, pick up your foot and try a different spot. Try to sneak up on someone.



Think about nighttime animals.
Which animal would you like to be?

Step into the night

Your eyes will need time to adjust to the darkness. Find your trusty grown-up and head away from lights just after sunset. Watch for animals just waking up and try some of these experiments.

Improve your hearing

Nighttime animals often have large ears that they can move. Cup your hands behind your ears. Pull the outside part of your ears forward. Can you hear better? You'll have to turn your head to hear sounds behind you.

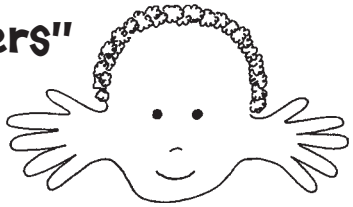
Upgrade your nose

The damp night air helps your sense of smell work better. Try putting a little water on your nostrils. Do you know any animals that have wet noses?

Test your vision

Take a box of crayons or markers and a piece of paper with you. Use each crayon to write the name of the color you think it is. For example, if you think you are holding a blue crayon, write "blue." Check your guesses later.

Use your "whiskers"



Have you ever tried to walk in the dark? Did you wave your hands and arms in front of you to find a light switch or doorway? Wouldn't it be great to have whiskers like a fox?

Find out more!

Read ***Step into the Night*** by Joanne Ryder.

Did you know?

In the dark, you can see something better when you **don't** look right at it. Try looking straight at stars, then try looking at them out of the corner of your eye. Which way can you see more stars?

Try this experiment in the dark. Find a partner. Stand at least 10 feet apart. Stare right at each other's heads and count to 10. Don't blink. What happened? Wow!

Now try the same experiment looking at your partner out of the corner of your eye. Can you make your partner's head disappear?

When you get home, visit <http://pbskids.org/zoom/activities/sci/peripheralvision.html> to see how it works.

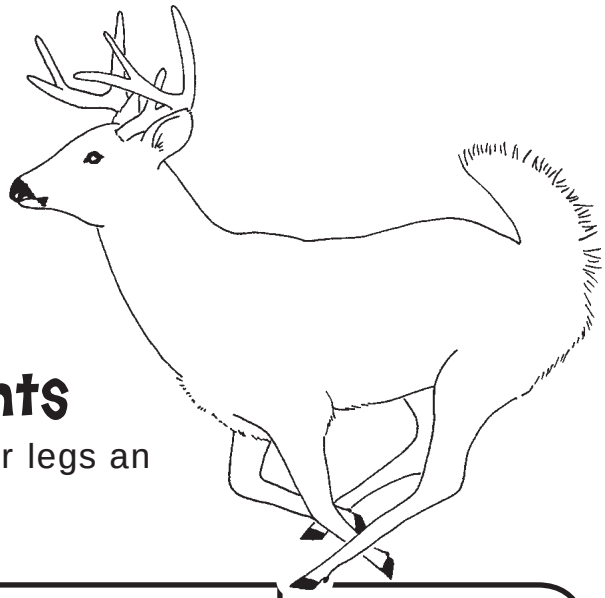
Here's what I did!

- ☐ I hiked the same trail during the day and during the night.
- ☐ I practiced walking like a fox.
- ☐ I experimented with my senses at night.
- ☐ I made someone's head disappear!
- ☐ I explored the extremes of the night. My favorite part was. . . .

© 2009 WI Department of Natural Resources – Wisconsin Explorers – Exploring the Extremes (Ages 6–8)

Exploring the Extremes. . .

Of Wisconsin's State Wildlife Animal



White-tailed deer are designed to be extremely strong and fast. Their long, slim legs are powerful. How well do you think you would compete against a deer?

Compete in track & field events

Find a friend to compete with you. How are four legs an advantage when running and jumping?

Events	Deer's Score	My Score	_____ 's Score
100-meter dash (about 325 feet)	6 seconds*	___ seconds	___ seconds
400-meter dash (1/4 mile)	22 seconds*	___ seconds	___ seconds
1500-meter run (almost 1 mile)	84 seconds*	___ seconds	___ seconds
Long jump	30 feet	___ feet	___ feet
High jump	9 feet	___ feet	___ feet
High reach (stand on tiptoes)	6 feet	___ feet	___ feet

* Times are based on a deer's top speed of 40 mph.

Total the scores

Circle the first-place winner in each event. Who recieved the highest number of first-place finishes?

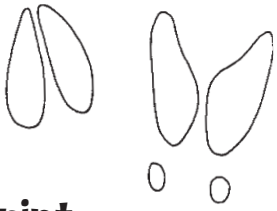
Did you know?

You can measure distances without a ruler or measuring tape! A grown-up can help you with the math.

- For short lengths, remember that this book is 11" tall and a dollar bill is about 6" long.
- For longer distances, find a string or rope. Use your height to measure the rope. Then use the rope to measure things.

Track down a deer

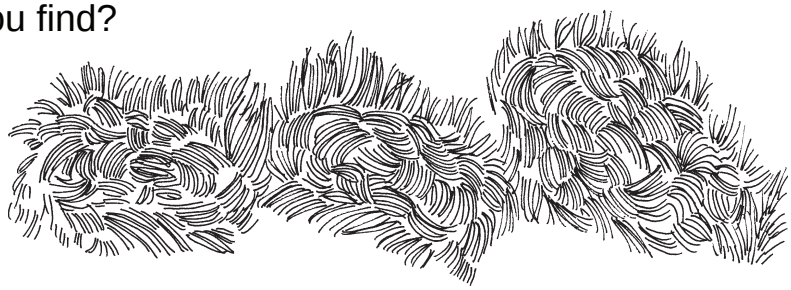
How many of these deer signs can you find?



☐

Footprint

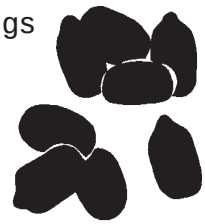
You can tell whether a deer is walking or running by looking at its tracks. When a deer runs, its toes spread apart.



☐

Scat (droppings)

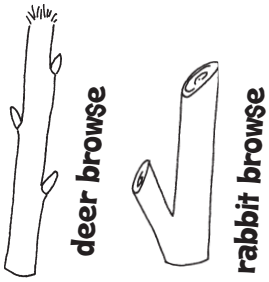
Most of the year, deer scat looks like oblong marbles. In spring, deer eat juicer things and have soft droppings that stick together in clumps.



☐

Deer bed

Look for oval areas of smashed-down grasses.



☐

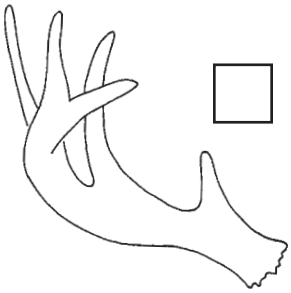
Deer trail

Deer trails are 8 to 10 inches wide. When you find a trail, follow it both ways to figure out where the deer are coming from and where they are going.

☐

Deer browse

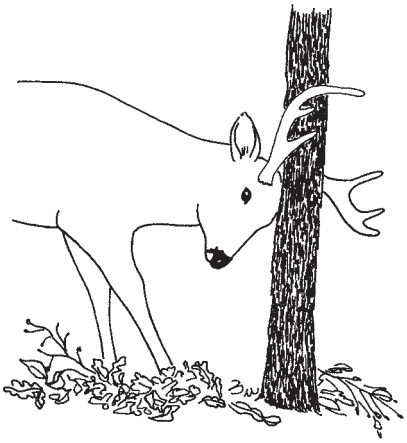
When deer munch (browse) on young tree twigs, they leave rough ends. If you find a twig that looks cut with a knife, you have found rabbit browse.



☐

Antler shed

Bucks lose their antlers in winter.



☐

Buck rub

In fall, bucks rub their antlers on young trees. Look for trees with worn-off bark.

© 2009 WI Department of Natural Resources – Wisconsin Explorers – Exploring the Extremes (Ages 6–8)

Talk to the deer

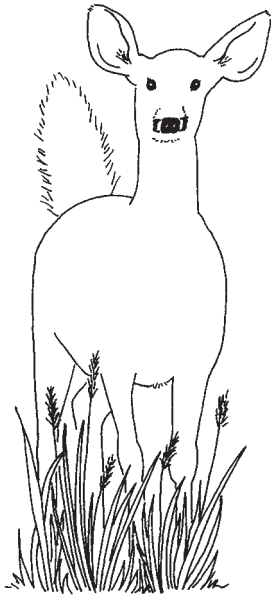
Deer don't make many sounds, but that doesn't mean they don't have anything to say. Next time you see a deer, try talking to it.

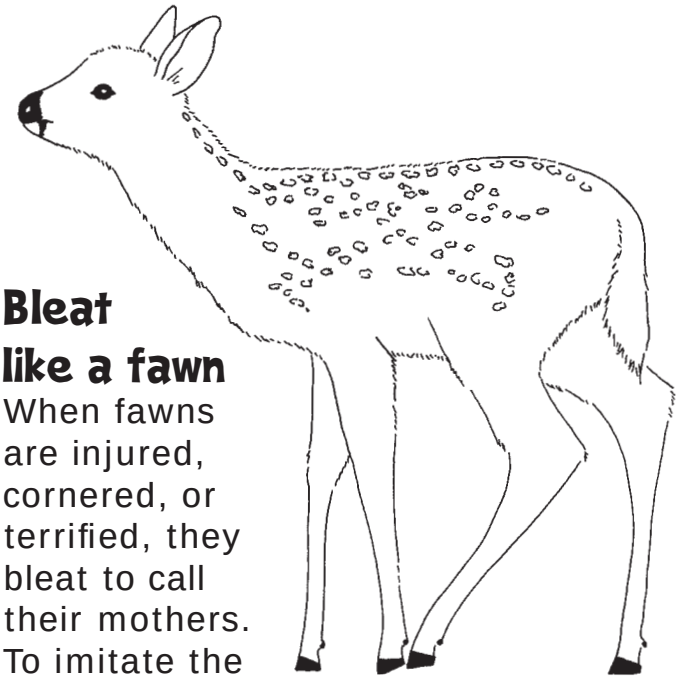
Snort

If you surprise or alarm a deer, it might give a quick snort. Try snorting back. Drop your jaw, forming an "O" with your mouth. Quickly expel air from deep within your chest while you say "whoosh."

Stomp your foot

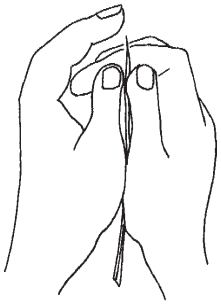
When a deer senses something is wrong, but is not sure what, it stomps its foot. It slowly raises a front foot, pauses, and then stomps downward with great force. The noise alerts other deer of potential danger. What happens if you stomp your foot at a deer?





Bleat like a fawn

When fawns are injured, cornered, or terrified, they bleat to call their mothers. To imitate the sound, take a long, flat blade of grass. Hold it tightly between the edges of your thumbs. Put your lips against your thumbs and blow hard through the gap. Keep adjusting the grass and your thumbs until you can make a sound. "Bleat" for about a second. Repeat it three or four times in a row.



Find out more

Read ***Fawn at Woodland Way*** by Kathleen Weidner Zoehfeld.

Here's what I did!

- ☐ I competed with deer in track & field events.
- ☐ I tracked down a deer. I found ____ different signs that deer left behind.
- ☐ I talked to some deer.
- ☐ I filled in the animal sayings as quick as a rabbit (page 14).
- ☐ I think the white-tailed deer is a good state wildlife animal because . . . .

Run like a deer

Have friends ever said you run like a deer? If so, they meant that you are fast and graceful. We often compare people to animals. How many of these sayings have you heard? If some are unfamiliar, ask a grown-up or make up your own animal sayings. Draw pictures of your favorites.

busy as a _____

hungry as a _____

quiet as a _____

blind as a _____

wise as an _____

slow as a _____

light as a _____

happy as a _____

bald as an _____

silly as a _____

mad as a _____

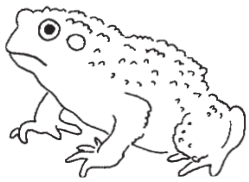
crazy as a _____

quick as a _____

graceful as a _____

snug as a _____ in a rug

ugly as a _____



Look back at these sayings. Circle the ones that you think might be true. Why do you think people came up with these sayings?

Check out more animal sayings

If you haven't heard these sayings, ask a grown-up to explain them to you.

What does it mean to have . . .

Ants in your pants?
A bee in your bonnet?
A bug in your ear?
Butterflies in your stomach?
A frog in your throat?
Cobwebs in your head?
Egg on your face?

What do you do when you . . .

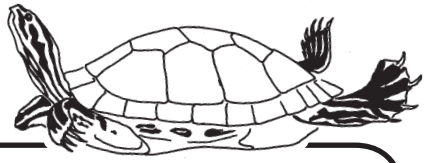
Make a beeline?
Eat like a bird?
Crane your neck?
Get your ducks in a row?
Watch someone like a hawk?
Make a mountain out of a molehill?
Squirrel things away?

What animal sayings do you use in your family?

© 2009 WI Department of Natural Resources – Wisconsin Explorers – Exploring the Extremes (Ages 6–8)

Exploring the Extremes . . .

Under the Water



Find an adventurous grown-up, a white cup or bucket, a zippered sandwich bag, and a white plastic spoon. Head for the nearest creek, pond, or lake!

Did you know?

Turtles often bask in the sun to heat up their bodies. The warmth helps them move around and digest their food more quickly. But turtles don't just bask in the sun to get warm: the sun also helps them get rid of parasites and algae. Things like leeches dry up and die in the sun!

Sneak up to the edge

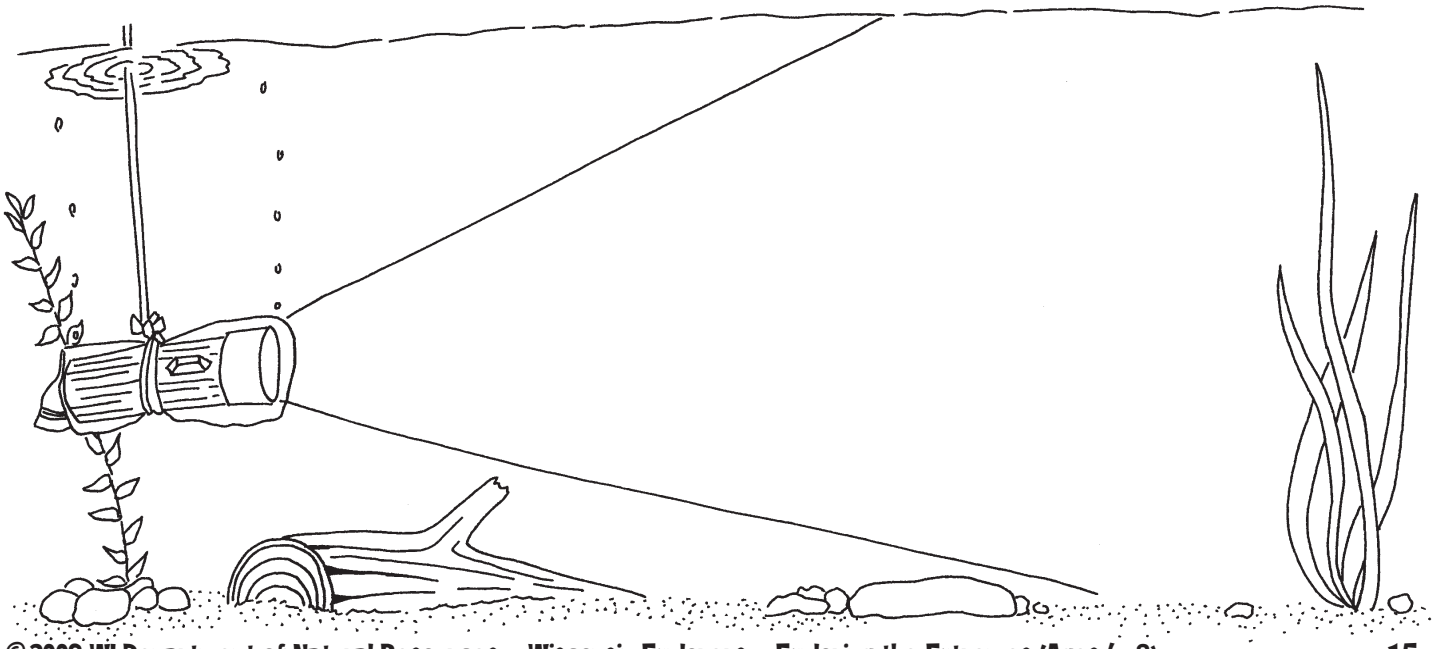
Big water-loving animals swim or jump away when they hear you coming. Sit still for awhile and see if any frogs, turtles, muskrats, or beavers come back.

Scoop up some water

Scoop some clear water into your cup or bag. Stare at it. Look for tiny swimming things. Scoop into the mucky bottom. Can you see anything wriggling in the mud? When you are done, pour everything back in the water. If you scoop in more than one pond, use new cups and bags for each so you don't move plants or animals.

Take a peek at night

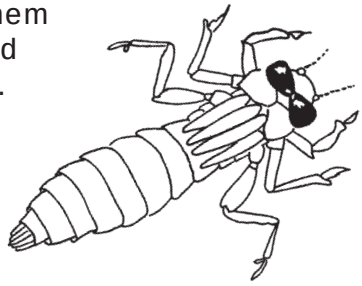
Ask for grown-up help before trying this experiment. You will need a bright flashlight, two zippered storage bags big enough to hold the flashlight, and a piece of string. Wait for darkness and head to a dock or pier. Turn on the flashlight and put it inside one bag. Seal the bag and roll it around the flashlight. Put the bagged flashlight into the second bag and roll it up again. Tie the string to the flashlight. Test to be sure it is secure. Carefully lower the flashlight into the water. Draw animals you see attracted to the light.



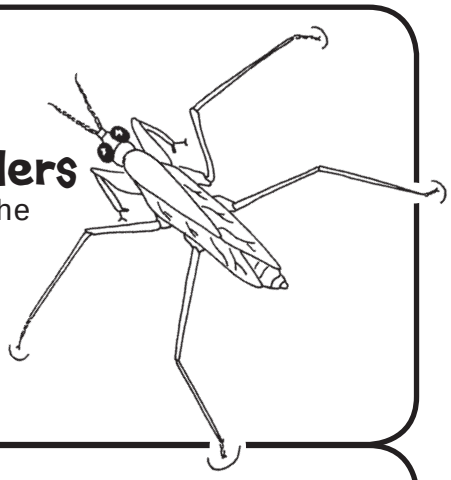
Meet extreme water creatures

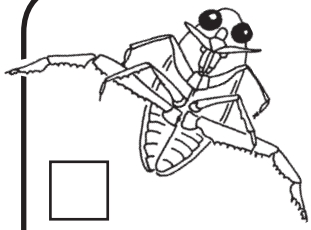
These animals have amazing ways of surviving. Check the ones you find.

☐ **Dragonfly larvae**
stick out long "lips" that help them capture food underwater.

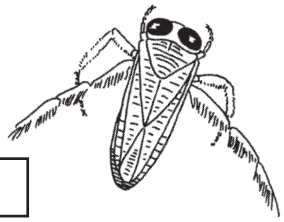


☐ **Water striders**
walk on top of the water.



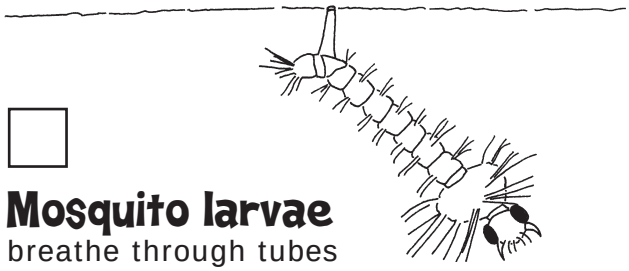


☐ **Backswimmers**
swim on their boat-shaped backs.

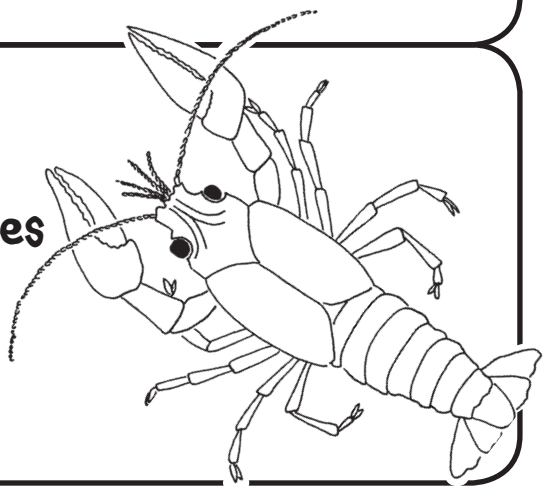


☐ **Water boatmen**
paddle through the water with their oar-shaped back legs.

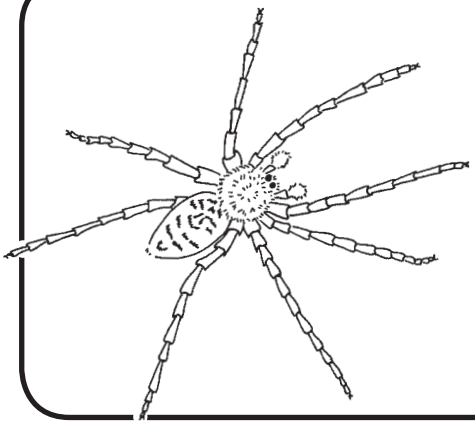
☐ **Whirligig beetles**
zip around on the surface of the water. Two-part eyes let them see above and below the water at the same time.



☐ **Mosquito larvae**
breathe through tubes on their rear ends.



☐ **Crayfishes**
use periscope eyes and jet-propelled motion.



☐ **Fishing spiders**
carry bubbles of air underwater—like scuba divers.

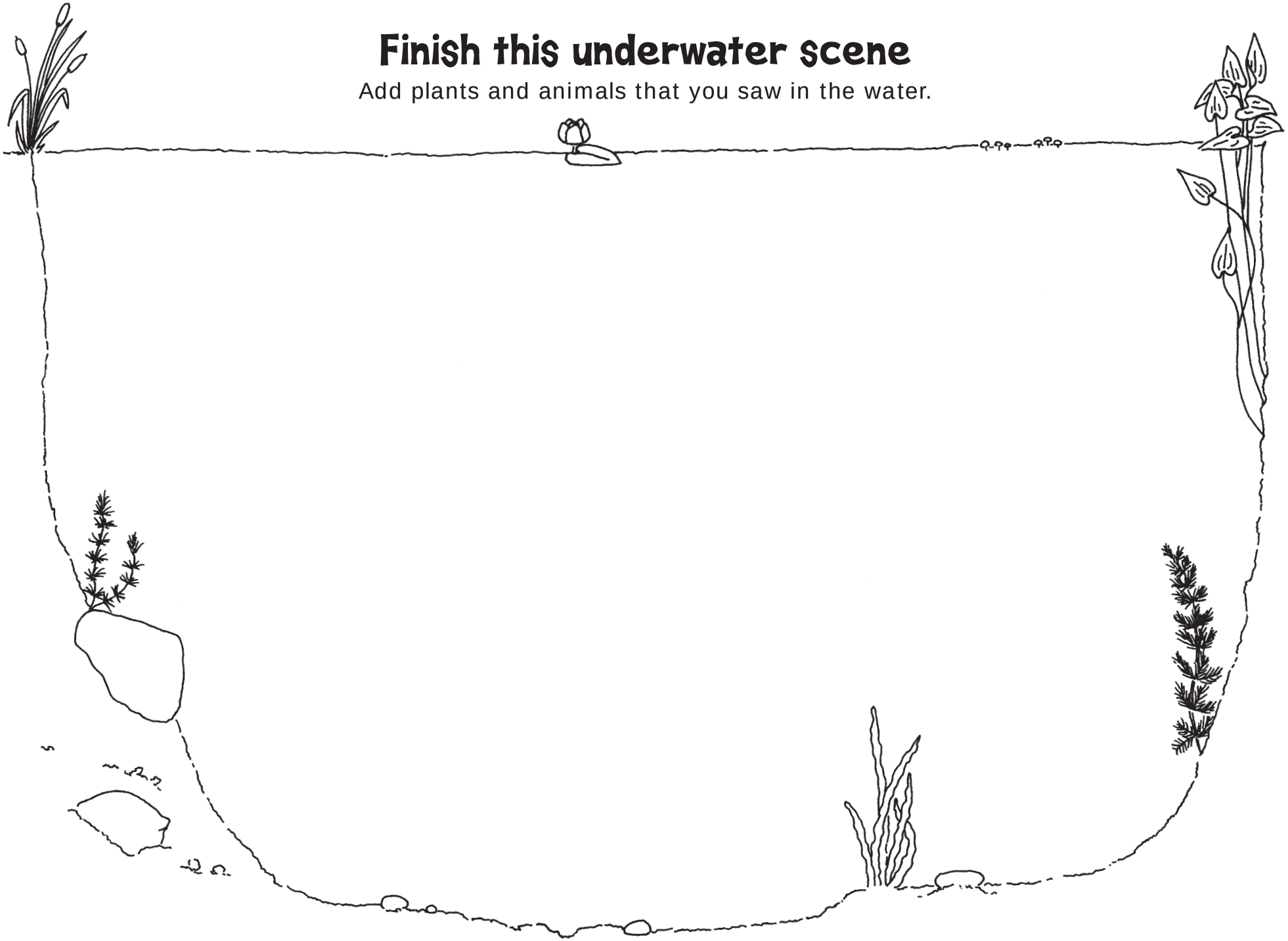
Here's what I did!

- ☐ I snuck up to the edge of the water.
- ☐ I scooped up water and looked for moving things.
- ☐ I peeked underwater at night.
- ☐ I found ___ extreme water creatures.
- ☐ I finished the underwater scene.
- ☐ I got my (circle all that apply) feet – hands – pants – socks – shirt – underwear wet.

© 2009 WI Department of Natural Resources – Wisconsin Explorers – Exploring the Extremes (Ages 6–8)

Finish this underwater scene

Add plants and animals that you saw in the water.



© 2009 WI Department of Natural Resources – Wisconsin Explorers – Exploring the Extremes (Ages 6–8)

Exploring the Extremes. . .

While Playing Hard

You go on vacation to do new things, spend time with your family or friends, and have an adventure. State parks, forests, trails, and recreation areas are great places to play. Circle the things you like to do. Color the things you've never tried, but want to try. Cross out the things that you don't think people should do in places like state parks.

Look for wear and tear

About 14 million people visit Wisconsin State Parks each year. That's a lot of people! Hike around the park and look for the things on this list. If you find a sign of wear and tear, think about how it happened. Was it caused by too many people visiting the park? Do you think people were careless? Are some signs of wear and tear caused by natural processes like storms and floods?

Signs of wear and tear	Too many people	People being careless	Natural processes
litter	☐	☐	☐
noise	☐	☐	☐
graffiti	☐	☐	☐
carvings in trees	☐	☐	☐
nails in trees	☐	☐	☐
dog poop	☐	☐	☐
horse poop	☐	☐	☐
exposed tree roots	☐	☐	☐
bare soil	☐	☐	☐
shortcuts on trails	☐	☐	☐
eroded trails	☐	☐	☐
trampled plants	☐	☐	☐
burnt wood	☐	☐	☐

© 2009 WI Department of Natural Resources – Wisconsin Explorers – Exploring the Extremes (Ages 6–8)

Talk with your elders

Many Native American peoples tell wonderful stories of the earth being carried on the back of Turtle. They tell these stories so that their children learn how important it is to take care of the earth.

Talk to the grown-ups in your life. Ask them if taking care of the earth is important to them. If so, ask them to tell you stories from their past to explain why it is important. If they tell you good stories, write them here.

Here's what I did!

- ☐ I thought about how I like to play hard.
- ☐ I looked for signs of wear and tear.
- ☐ I talked with my elders about taking care of the earth.
- ☐ I tried some extreme recreation. (Check all the ones you tried this summer.)
  - ☐ I climbed a tower.
  - ☐ I walked the Ice Age Trail.
  - ☐ I explored a cave.
  - ☐ I scrambled up a steep trail.
  - ☐ I rode a horse.
  - ☐ I canoed or kayaked.
  - ☐ I _____
- ☐ I tried some UNextreme recreation. I sat in one place without moving for ____ minutes. Here's what happened!

Exploring the Extremes. . .

Through Unfortunate Events

No one plans to get lost or hurt, but sometimes it happens. Think ahead and be prepared so you'll know what to do.

Take a hike

Find a grown-up who likes adventure and head off into the wilds together. When you can no longer hear any voices, stop, turn the book upside down, and read the next section.

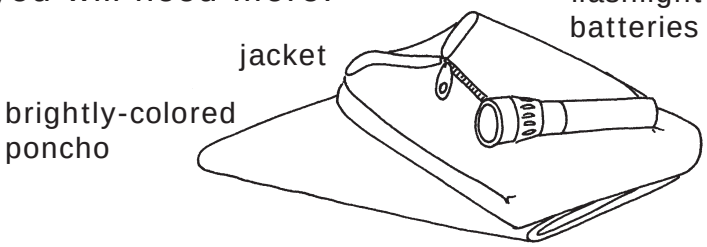
Stop, don't read this until you are away from civilization.

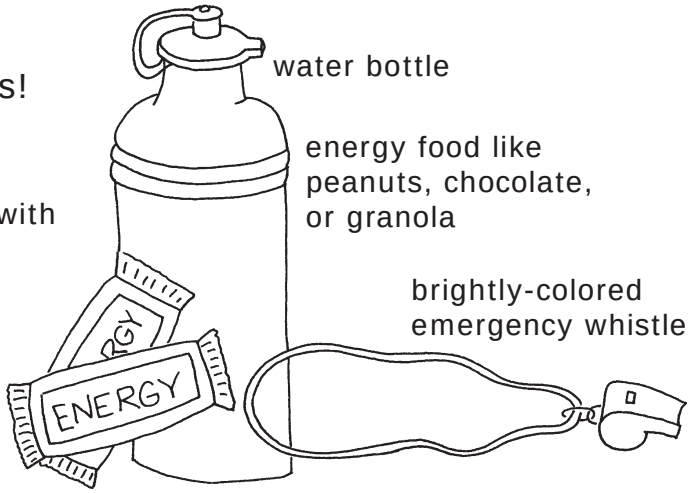
Turn to face the grown-up. In your calmest voice say, "We are lost." Sit down in the middle of the trail and empty your pockets and packs. What do you have with you right now that you could use to help you survive? Talk about how you could use your shoelaces, belt, or other possessions. What did you forget? In this space, make a list of everything you should carry with you when you hike away from the crowds. When you are done, check your list with the one on page 21.

© 2009 WI Department of Natural Resources – Wisconsin Explorers – Exploring the Extremes (Ages 6–8)

Pack a survival pack

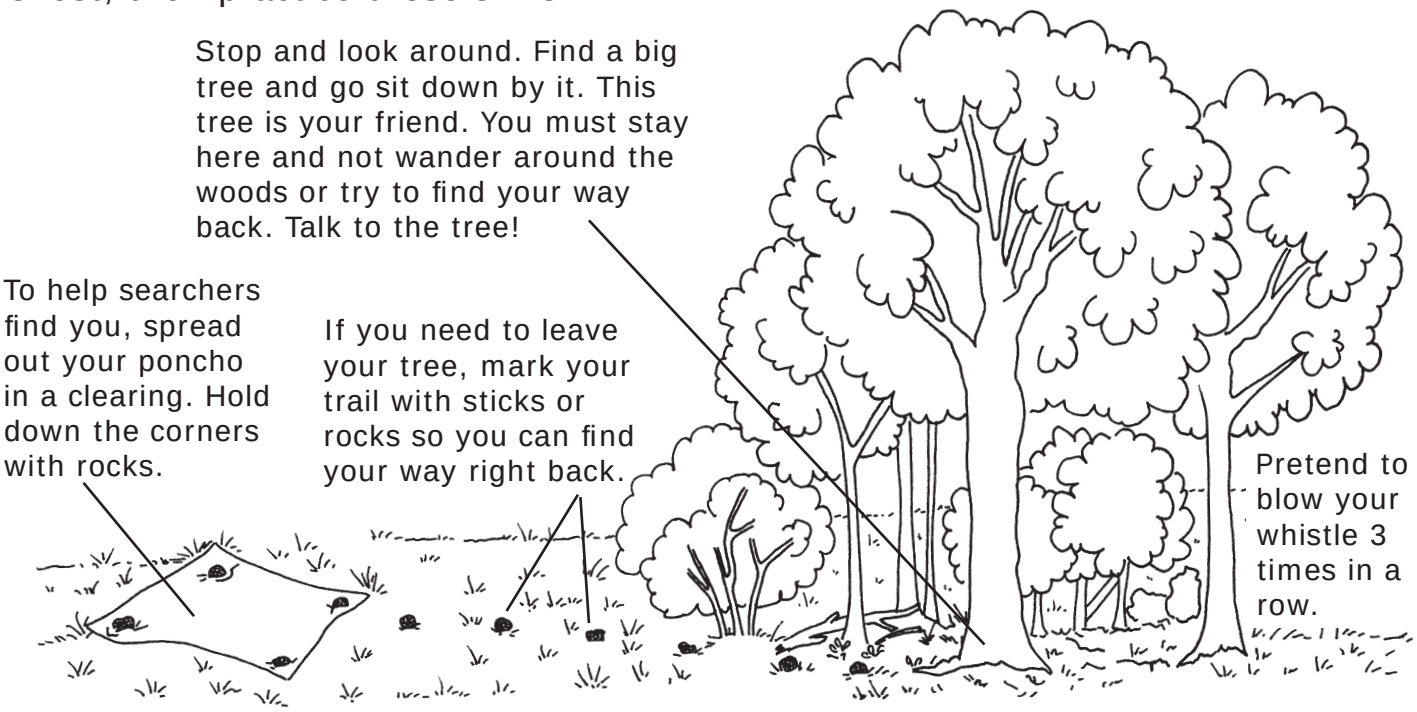
Every hiker should carry at least six things! If you are going on a longer hike or into wilderness areas, you will need more!





Practice being lost

Find a grown-up and *pretend* to get lost together. It's important to practice what you would do if you were *really* lost. Talk about what people do when someone is lost, then practice these skills.



Play Fortunately–Unfortunately

This is a great campfire game. The first person begins with, "One day _____ was walking in the woods." The next person tells of an unfortunate event, such as "Unfortunately, _____ saw Bigfoot standing in the middle of the trail." The next person tells of a fortunate event, such as "Fortunately, Bigfoot had just eaten his fill of blueberries." The next person continues with an unfortunate event and so on. The game ends when the players run out of ideas or when it is time for bed.

Here's what I did!

- ☐ I took a hike.
- ☐ I packed a survival pack!
- ☐ I practiced being lost with a grown-up.
- ☐ I played Fortunately–Unfortunately.

Exploring the Extremes. . .

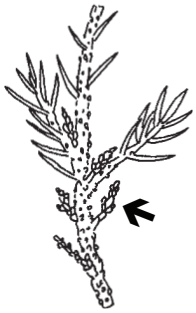
Of Green Things

Plants need water, sunlight, air, and nutrients to survive, but it's not as simple as it sounds. Each kind of plant needs different **amounts** of water, sunlight, air, and nutrients. Because plants have different needs and different ways of meeting their needs, they look different and live in different places. That's what gives Wisconsin a wonderful diversity of plants—from prickly pear cactus to dwarf mistletoe!

Find extreme plants

Some plants have gone to the extremes to survive. How many of these plants can you find?

☐ **Indian pipes** steal food from fungi. They don't need their own chlorophyll, so they are white–not green.



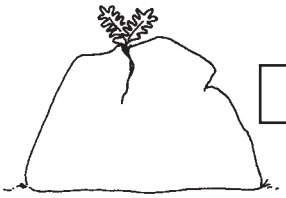
☐ **Dwarf mistletoes** steal food from the trees they grow on.

☐ **Mosses** grow in tight bunches to trap and hold water.

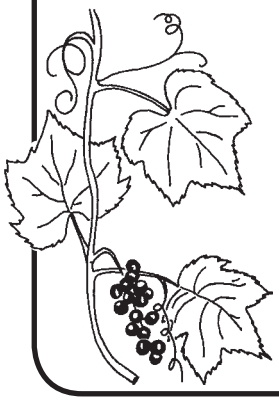
☐ **Duckweeds** have air pockets that help them float on the top of the water so they can get enough light and air.

☐ **'Air' plants** grow on other plants, usually trees. They capture and hold rainwater and soil.

☐ **Sundews** eat insects to get enough nutrients.

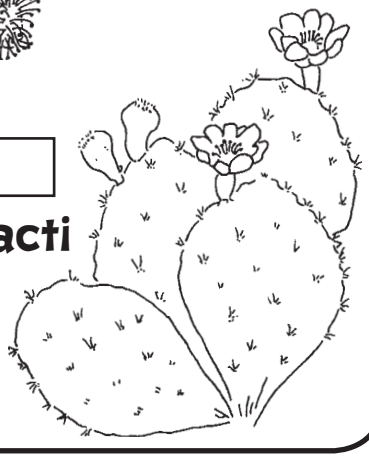


☐ **'Rock' plants** grow on bare rocks. How do they get water and nutrients?



☐ **Vines** climb up trees and buildings to reach for the sunshine.

☐ **Prickly-pear cacti** store water in their stems so they can survive in very dry places.



© 2009 WI Department of Natural Resources – Wisconsin Explorers – Exploring the Extremes (Ages 6–8)

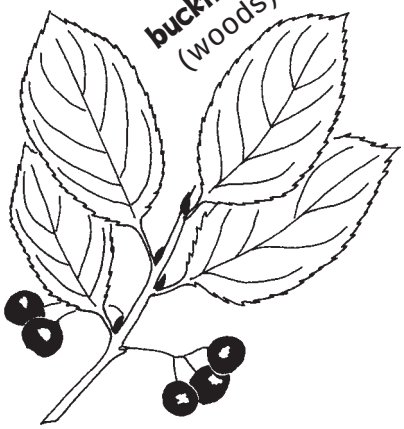
Think about extreme bullies

Some plants can only survive in certain places. For example, giant pinedrops are found only where white pines grow. But some other plants are not so picky. They can grow in many places. Some are real bullies that can push other plants out and take over Wisconsin's woods, wetlands, and fields.

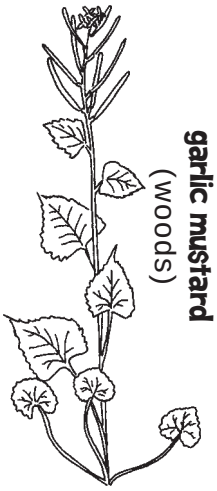
giant pinedrops

Look for plant bullies on a hike

Before your hike, ask park staff if there are any plant bullies (also known as invasive plants) at the park you are visiting. Here are some extra-pushy ones you might find:

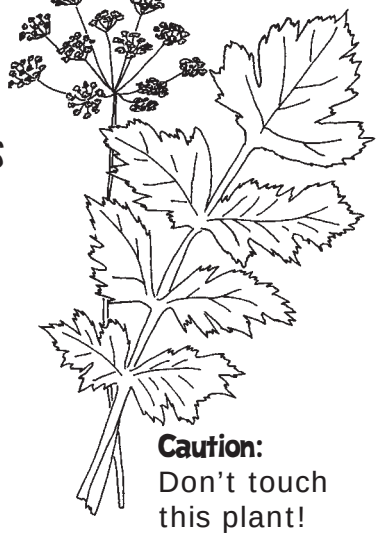


buckthorn (woods)



garlic mustard (woods)

purple loosestrife (wetlands)



wild parsnip (fields)

Caution: Don't touch this plant!

Stand up to plant bullies

There are simple things you can do to help stop plant bullies from invading your favorite woods, wetlands, and fields. Talk it over with your family and check the ones you can do:

- ☐ I can learn how to identify invasive plants.
- ☐ I can clean soil, seeds, and other plant parts from my shoes, clothes, hair, pets, and gear before and after playing. I will do this in the parking lot so I don't spread invasive plants.
- ☐ I can throw the things I clean off into a garbage can.
- ☐ I can leave "seed-loving" clothes (such as Velcro, fleece, and other fuzzy materials) at home.
- ☐ I can remember not to pick or move flowers or other plant parts.
- ☐ I can stay on trails when hiking, biking, and playing in the park.
- ☐ I can volunteer to pull invasive plants.

Here's what I did!

- ☐ I found extreme plants.
- ☐ I looked for plant bullies.
- ☐ I stood up to plant bullies and checked off the things I could do!
- ☐ I volunteered to remove plant bullies.

GO! Get Out!

Get Outdoors! Wisconsin!

Get moving! Get energized! Get a little dirty! Just . . . get out there and explore!

The grown-ups in your life need you to help them stay active as they get older. Spending time exploring nature with you will help everyone's health and fitness. Look for ways to get out! How many of these activities can you do together this year?

- ☐ Become a Wisconsin Explorer.
- ☐ Go to a nature program.
- ☐ Hike or bike a state trail.
- ☐ Recreate at a state recreation area.
- ☐ Go camping.
- ☐ Take a bird walk.
- ☐ Snowshoe or ski through a forest.
- ☐ Find a geocache.
- ☐ Ride a horse.
- ☐ Canoe or kayak down a river.
- ☐ Go fishing.

Find out what's happening outdoors by visiting <http://dnr.wi.gov/eek/nature/season/calendar.htm>
Find out about activities in the state parks by visiting <http://dnr.wi.gov/eek/nature/camp/index.htm>

The Wisconsin Department of Natural Resources provides equal opportunity in its employment, programs, services, and functions under an Affirmative Action Plan. If you have any questions, please write to Equal Opportunity Office, Department of Interior, Washington, D.C. 20240. This publication is available in alternative format (large print, Braille, audio tape, etc.) upon request. Please call 608-266-0866 for more information.

Wisconsin Department of Natural Resources
Bureau of Parks and Recreation
P.O. Box 7921, Madison, WI 53707

Printed with soy ink on recycled paper.

PUBL-PR-479 2012