

Changing Attitudes

Study Units

[People and Wildlife](#)

Supplemental Information

See [People and Wildlife](#) links about the importance of wildlife. This may give students ideas for more questions to ask interviewees. For example, “Do you value wildlife for its beauty alone (aesthetics), or does it need to have a more obvious benefit to humans to be valuable (e.g., warblers as pretty birds controlling populations of biting insects)?”

Wildlife viewing is big business, so much so that the [Outdoor Foundation annually surveys individuals on their outdoor recreation activities](#) including wildlife watching and other ‘enjoying nature’ uses. (For a nice summary of the survey, read the topline reports and if you are looking for more detail read the participation report for the latest year.) Do people have different attitudes about wildlife if their jobs or their local economies depend on it?

The supplemented activities, [Wildlife Issues: Community Attitude Survey](#), [First Impressions](#), and [History of Wildlife Management](#) provide additional information that may help students develop their interview questions.

Teaching Suggestions

An individual’s background - where they live, their job, their age, and more - may influence their attitudes. Include demographic questions in the interviews to get an idea of the person’s background and how it might affect their perspective. Encourage students to interview people in different age groups (e.g., 20-30, 40-50, 60+).

Ask the interview subject to describe a ‘landscape of memory,’ perhaps a place from their childhood. Ask them to describe the vegetation, landforms, and wildlife, and why each feature was important to them at that time in their life. You might also ask them about their favorite ‘outdoor memories’ when they were growing up. (Did they play outside all the time? Go on an annual camping trip?)

People residing in nursing homes or assisted living centers may be wonderful interview subjects. Most of these facilities have activity directors who may help make arrangements for students and help select a person who would be good to interview. A video and/or audio recording of the interview could be a valuable way to preserve history.

See the *WILD* appendix, “Guidelines for Interviewing People,” for more tips on interviewing.

Evaluation

See the activity.

Student Materials and Teacher Aids

None



Additional Materials

- [Outdoor Foundation](#) outdoor recreation participation survey

