

Deer Management



Key themes:

To be able to identify and name different types of deer

To understand the lifecycle of a deer

To be able to identify and name the predators of deer

To understand the reasons for population growth in deer and to understand the problems associated with this.

To gain an understanding of successful deer management

Types of Deer

- Wild deer have been present in the British Isles longer than humans. You do not need to travel very far from where you live to be able to see deer of one species or another.
- Deer are an important part of our natural heritage as well as being visually attractive.
- In the British Isles there are six species of deer living in the wild:
 - Red deer
 - Roe deer
 - Fallow deer
 - Sika deer
 - Muntjac deer
 - Chinese Water deer



Red Deer



Roe Deer



Fallow Deer



Sika Deer



Chinese
Water Deer



Muntjac
Deer

Activity 1

In pairs or groups of 3 complete the fact file on this page. You will then present these findings back to your classmates and they will use these to complete the summary table on the next page. Your teacher will tell you which deer to research. The following website is a good starting point.

<http://www.uksafari.com/chinesewaterdeer.htm>

Name of deer:

Distribution:

Months seen:

Habitat:

Food:

Special Features:

Activity 2.

Listen to the presentations from your classmates. Fill in the key pieces of information about each deer on this page. The table has been rotated so that you have more space to write.

Name of Deer	Distribution	Months seen	Habitat	Food	Special Features

Classification of Deer

- Male/Female

Deer can be classified differently if they are male or female. Male deer have antlers and female deer do not have antlers. The name given to a male or female deer also depends on the species of deer. These are outlined in the table below.

Deer Species	Male deer	Female Deer
Red and Sika	Stag	Hind
Roe, Fallow and Muntjac	Buck	Doe

- Antlers
 - Male deer re-grow their antlers every year. The time at which they shed their antlers also depends on the species of deer. Red, fallow and sika deer shed their antlers in March/April, Muntjac between May and July and Roe during November/December.
 - Soon after antlers are cast a new set grows inside the protective cover called velvet. These antlers are usually larger than the previous year. Therefore it may be possible to roughly guess the age of a deer by the size of its antlers.

Activity 3

Using the information on the previous pages create 8 true or false statements about the classification of deer to swap with another student in your class. Make sure that you don't accidentally write the correct answers in!






<u>Statement</u>	<u>True / False?</u>

Life Cycle of Deer

Activity 4

Put the following statements into the correct boxes underneath the photographs to show the life cycle of a deer.

- In June most calves are born. The red deer hind cleans up the placenta and the calf takes it's first milk. Elsewhere, Sika, Fallow, Roe and other deer are also looking after their own young.
- In early summer young deer of any species may be found on their own. They are not abandoned and should **not** be disturbed
- In September/October the large red deer males start to roar and fight and the successful stags gather up their hinds.
- After mating the pregnant female deer carry their developing young through the winter months.
- Large, successful red deer stags collect many hinds and mating begins.

		
<p>1.</p>	<p>2.</p>	<p>3.</p>
		
<p>4.</p>	<p>5</p>	

Predators of Deer



Wolves used to be natural predators of deer but they became extinct in the 17th Century in Britain.



In Scotland, Golden Eagles may take a few young deer to feed their young.



Foxes may take newborn Muntjac and Roe deer.

Population Growth

- Deer find the British countryside a very favourable place to live and breed
- With no natural predators their populations continue to increase
- In many areas this population is so large that it causes problems and needs to be controlled

Activity 5

Working in pairs, in the box below come up with as many ideas as you can about the type of problems a large deer population may cause. Be prepared to share these with the class. When the class share their ideas, make sure you note down any that you didn't manage to think of yourself. Make sure you note down any ideas which your teacher shares with you too.









What problems does a large deer population cause?

Problems Associated With Deer Population Growth

Activity 6

Use the pictures in the table to help you write a description of how a large deer population can cause problems in lots of different areas. At the bottom of the activity are some key words to help you if you get stuck.

Damage to farmers crops / stripping bark / Insurance claims of £17 million / Elimination of favourite food plant species / trampling / browsing line/ eating / browsing out young saplings / 74,000 accidents a year / Damage to biodiversity / Garden damage only stopped by placing large fences around the garden / Road traffic accidents / 10,000 deer severely injured each year/ Entanglement

Another problem associated with large deer populations is disease. Deer are generally very healthy animals but deer can contract the same diseases as domestic farm animals and are subject to the same notifiable disease reporting requirements. Disease can spread quickly through a herd of deer and must be controlled quickly so that it has as little a negative effect as possible.

Activity 7

Discussion Point

Which of these problems do you think is the most severe? Which do you think may have more of an impact in the future? Think of your own answer and write it in the box below, then share this with a neighbour. Does your pairs view match a different pairs view? What about the class view as a whole?

Deer Management

Activity 8

Discussion Point

How may some of these problems be solved or managed effectively? Imagine you are a gamekeeper. How would you ensure that your deer population are healthy with as high a quality of life as possible? Write your ideas in the box below and be prepared to share these with the class.

Activity 9

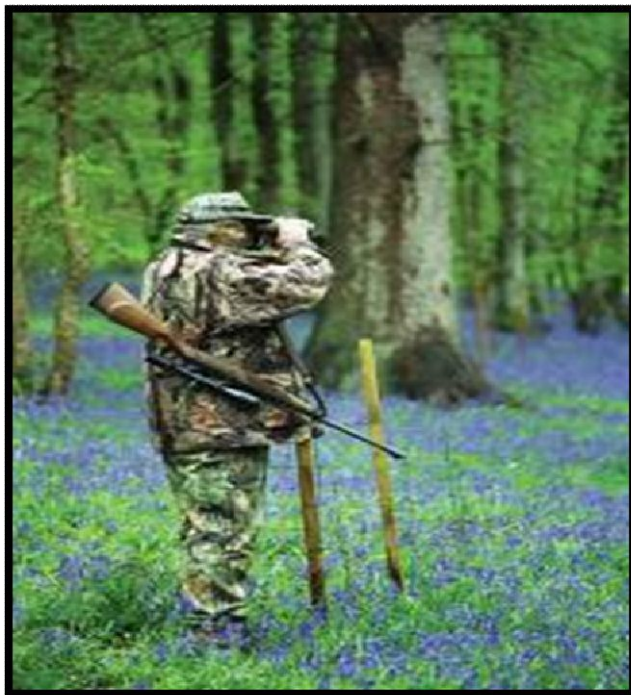
Some ways of managing a large deer population successfully are outlined below. There are some words missing which you can find in the box at the bottom of the page. Use these words to successfully complete the passage about deer management.

In most areas deer numbers need to be _____. This control should be based on a well thought out management _____. This will take into account an estimation of the deer _____ and the number of deer _____ either through management culling or road traffic accidents. To stop the _____ of disease careful management is required. Culling of _____ animals will stop them passing the disease onto other members of the herd. The number of deer _____ has to be agreed between members of the management strategy team. This will maintain a _____ and manageable population. Deer population management should be carried out by _____ and _____ deer stalkers.

Another issue related to deer management is entangled deer. Entangled deer are a danger to themselves and _____. This is because they are both _____ and very strong. If you find an entangled deer you should _____ attempt to free it. Instead you should call the local _____ or the police.

Trained	Never	Culled	Gamekeeper
Scared	Population	Healthy	Spread
Strategy	Qualified	Killed	Infected
Controlled		Shot	

How Do Deerstalkers Carry Out Their Job?



Definition: A deerstalker is the name of a person who hunts deer.

To become a deerstalker you can take a course in wildlife management, conservation and game keeping. You can also achieve your Deer Management Qualification, Level 1 Certificate. On the course you learn how to fire from prone, kneeling and standing positions and take classroom tuition on many subjects relating to deer.

The skill in stalking is to spot the deer and approach undetected to a point where you can observe them. The selected deer is shot using a high power rifle with a telescopic sight for greater accuracy. The objective is a clean & humane instantaneous kill.



Activity 10

Look at the pictures below. Annotate them to explain how they allow the deerstalker to carry out their job effectively.



Activity 11

Discussion Point

How do deerstalkers help to alleviate the problems of a large deer population? Think back to activity 6 and write your ideas in the box below. Be prepared to share these with the class.

Once the deer has been shot the carcase needs to be recovered. It is loaded onto a vehicle and transported to the larder where it can be processed, chilled and stored. Venison is a healthy, low cholesterol and organic meat.

Activity 12

Use the box below to design a meal plan involving venison. Imagine that you are trying to convince a restaurant owner to employ you as a chef. Make sure that your meal is healthy and balanced. There are a couple of pictures at the bottom to get your ideas rolling.



Activity 13

Extension task

Your teacher has bought some venison into school. Take the taste test challenge. What does it taste like? Do you prefer it to any other types of meat?

Activity 14

Imagine that the UK Government have decided to ban deerstalking. This means that the deer population is going to grow rapidly. In pairs use the box below to plan a letter to send to the Prime Minister addressing your views on this issue.

Letter Plan

Activity 15

Use this page to write out your persuasive letter in full. Your teacher will read your classes letters and will award a prize to the most officially constructed letter, the most original letter and the most persuasive letter.

Activity 16

Summarise the key points from this unit below. Maybe make a mind map, a key word table or just write a paragraph explaining the key points. Make sure that this summary page matches your chosen learning style. Your teacher will discuss the key conclusions with you after you have completed this activity.

Key Conclusions

Activity 17

Use your revision summary above below to create a quizlet quiz by following the link <http://quizlet.com>. Follow the step by step instructions to set up a quizlet account and let your teacher know your username so that they, and your classmates, can access your questions and test themselves.

Activity 18

In the box below write two of your questions and answers that can be emailed or given to your teacher. Your teacher will then create a test to ascertain your knowledge of this topic in a later lesson.

Question 1**Answer 1****Question 2****Answer 2****Activity 19**

Complete the test about Deer Management in the box below. Record your score and set yourself a target.

Test