



Der Wolf

macht Schule

Unterrichtsmaterialien

Klassen 7 – 10

Fachrichtung Englisch

mit Hintergründen
und Kopiervorlagen
für Lehrer und Schüler



ENGLISCH



Impressum

© NABU-Bundesverband

Naturschutzbund Deutschland (NABU) e.V.
www.NABU.de

Charitéstraße 3
10117 Berlin

Tel. 030.284 984-0
Fax 030.284 984-20 00
NABU@NABU.de

Verantwortlich: Jörg-Andreas Krüger, Fachbereichsleiter Naturschutz und Umweltpolitik
Text: Sabrina Müller
Redaktion: Lukas Raether, Anette Wolff
Gestaltung: K2. agentur für kommunikation
Bildnachweis: Titel: U. Anders; Illustrationen: C. Depenbusch (www.pulcinello.de); S. 2/3: NABU/S. Zibolsky; S. 7: Pixelio/Campomalo; S. 8: Fotolia; S. 9: Istockphoto.com; S. 10: Ch. Kuchem; S. 12: Fotolia; S. 15: Raincoast.org; S. 17: Photocase.com, S. 18: NABU/M. Gloger

Die Unterrichtsmaterialien können auf www.Willkommen-Wolf.de heruntergeladen werden.



Gefördert durch das Bundesamt für Naturschutz
mit Mitteln des Bundesministeriums für Umwelt,
Naturschutz und Reaktorsicherheit



Die Themen

1. All about wolves

Klassen 7 – 10 Seite **3**

2. Wolf tales

Klassen 7 – 10 Seite **7**

3. Wolves of the Great Bear Rainforest

Klassen 7 – 10 Seite **12**

NABU-TIPP



Weitere Unterrichtsmaterialien
gibt es für die Fächer

⇒ Deutsch

⇒ Biologie

⇒ Politik

Einfach herunterladen unter
www.Willkommen-Wolf.de



1. All about wolves

Fach Englisch, Klassen 7 – 10



CHECK LIST

Approximate lesson time: 45 min

Subjects:

- ⇒ reading comprehension
- ⇒ grammar (adjectives/adverbs)

Objectives: During the lesson, students will

- ⇒ get basic information about wolves in Germany,
- ⇒ improve reading comprehension and grammar skills.



TEACHER



WOLVES

in Germany



In 1904 the last wild wolf was killed in Germany. It took more than 90 years until the first wolves came from Poland and established¹ a territory² in Saxony. In 2000 the first wolf pups were born in Saxony. Since that day, pups have been born every year. Eight years later, there are five wolf families, at least one wolf pair and several single wolves in Germany.

Family life

Wolves live in a family, the so called wolf pack. They are very social animals. In a wolf pack every family member carries out different jobs, from babysitting to hunting. Usually a wolf pack is made up of the parents and the offspring³ from the last one to three years. Similar to a human family, the parents have a lot of experience and therefore lead the pack.

Wolves and the ecosystem

Wolves play an important role in the ecosystem. They mainly eat young, old, weak, and ill animals. In that way they help to keep the prey population healthy. In the long term wolves support the natural balance in the ecosystem: they eat animals that feed on plants. If there were too many herbivores⁸, young trees and other plants would not grow that fast. And that would harm other animals like birds, beavers and insects that also rely on those plants.

There's a wolf in my way

Wolves are rare and cautious animals. It doesn't happen often but if you are lucky enough to see a wild wolf: Only watch, don't try to touch or feed the wolf. If you don't feel comfortable, go back slowly and make noise. You can easily chase the wolf away by shouting at it, clapping your hands or waving your arms.

Wolves in danger

The number of wolves in Europe increases slowly. But in many areas wolves are still in danger. The biggest risks are directly or indirectly caused by people. Many wolves are killed by cars when they try to cross a road. This is not only a problem for wolves but also for other animals that travel long distances. And sometimes people even kill wolves illegally.

Enjoy your meal

Wolves mainly eat what is most available in their territory during the different seasons. In Germany their favourite food is wild ungulates⁴ like roe deer, red deer and wild boar. They can also eat hares, birds, mice, and sometimes even fruit. Although wolves now and then eat unprotected sheep, they usually prefer to eat wild prey⁵. If there are wolves around, farmers can protect the sheep with electric fences⁶ and livestock guarding dogs⁷.

Wolves and humans

Many people are still afraid of wolves and don't accept them in their neighbourhood because they forgot how to live with wolves. Therefore it is important that people learn more about wolves and that they accept them as a part of our natural environment. Like bears and lynxes, wolves play an important role in the ecosystem.

Wolves and the law

In Germany and in most of the other European countries, wolves are strictly⁹ protected by law. In Germany it is forbidden by law to hunt or kill wolves. This protection is very important for the survival of wolves.

- 1 to establish = to set up
- 2 territory = the area where wolves live and which they defend against other wolves
- 3 offspring = an animal's young
- 4 ungulates = mammals with hooves; e.g. roe deer, wild boar, moose, ...

- 5 prey = animal hunted by another animal for food
- 6 electric fences = fences charged with electricity
- 7 livestock guarding dogs = dogs that protect e.g. sheep against wolves, lynxes, bears, ...
- 8 herbivores = animals that feed on plants
- 9 strictly = without deviation



All about wolves

1. The facts

Lucy and Pete are two students from Manchester. They are on summer holiday in Germany. They find this leaflet about wolves in Germany in the youth hostel.



Look at the leaflet and find out the facts:

1. When did the wolves come back to Germany and how many wolves live in Germany at the moment (in 2008)?
2. Where do the German wolves originally come from?
3. A wolf pack usually consists of _____.
What are the jobs of the different pack members?
4. What do wolves eat?
5. Why are wolves important for the ecosystem?
6. Are people still afraid of wolves? What do you think are the reasons?
7. Is it allowed to kill wolves in Germany? Why or why not?
8. What are the biggest risks for wolves in Europe?
9. What do you do if you see a wolf?



Now it is your turn!

What do you know about wolves in Germany? Are you afraid of wolves? Do you think that it is a good thing that wolves have returned to Germany?

I think...

Perhaps...

I'm not sure...

It seems to me that...

It's possible that...

As far as I know...



All about wolves

2. Back home

When Lucy and Pete arrive back in England, they tell their parents everything about their trip. They enjoyed their holidays in Germany and are still very excited about the facts they learned about wolves.



Put in the adjective or adverb.

Our summer holidays were(*great*).

Germany is a very (*beautiful*) country and the people are really (*nice*). We ate the typical German food (*regular*) and it tasted (*fantastic*). At the youth hostel we also met a lot of people from other countries and we (*quick*) made friends. But the best thing was learning (*interesting*) things about wolves! We were (*surprised*) when we heard that some people are still afraid of wolves. Although wolves are (*wild*) carnivores¹, they are not more (*dangerous*) than other wild animals in our environment, e.g. foxes. Besides wolves have a (*good*) sense of smell and hearing. They (*usual*) avoid contact with people.

If you ever meet a wolf,
..... (*careful*) bear in mind
that it is a (*wild*) animal. That
means: Only watch it, don't touch or feed it! In case
that you don't feel (*comfortable*) with
a wolf around, you can (*easy*)
frighten the wolf away by clapping your
hands or shouting at the wolf.

In the world of wolves it never gets
..... (*boring*). Wolves live in a family and
the family members work together (*perfect*). They
go hunting, look after the (*playful*) pups and check
the borders of their territory. Wolves are (*good*) hunters.
In Germany they (*main*) eat ungulates like roe deer, red
deer or wild boar. But wolves can also have a (*large*) and
..... (*diverse*) menu: (*occasional*) they
also eat hares, birds, mice or even fruit. What wolves eat
..... (*basical*) depends on what is available in
the wolf territory at any given time.

¹ carnivores = animals that live on meat



2. Wolf tales

Fach Englisch, Klassen 7 – 10



CHECK LIST

Approximate lesson time: 45 min

Subjects:

- ⇒ reading comprehension
- ⇒ writing skills

Objectives: During the lesson, students will

- ⇒ get basic information about the relationship between Native Americans and wolves,
- ⇒ improve reading comprehension and writing skills.



TEACHER



Prince of Wolves

(Tsimishian)

1 The long, pitiful¹ howl of a timber wolf came from the forest behind the village. The people of the village were afraid and hungry. The winter food supply was almost gone and there was little left to eat. The people thought perhaps the wolves were hungry, too, maybe hungry enough to attack the
5 village. They listened fearfully, but heard only the loud pitiful wail² of one wolf. A young chief, who was not afraid of the wolf, said he would go to the forest and see why the wolf howled. He took his bow and arrows and went. He worked his way through the thick undergrowth, towards the place where the wolf howled.

10 Soon he saw the wolf in a little clearing in front of him. As he went towards the wolf, it growled³. Its ears lay flat on its head. The young chief knew what this danger signal meant, but he showed no fear. He knelt down⁴ and held a hand towards the wary⁵ wolf. The growling stopped and once again a mournful howl filled the forest. The wolf came nearer and nearer until it was within
15 reach of the young chief. The howl died in its throat and a low whine⁶ came from its open mouth.

Cautiously losing his fear, the wolf went up to the kneeling chief and put its huge head on his knee. The young hunter looked into its mouth, and his keen eyes saw blood flowing from a wound at the back of the wolf's throat. Slowly,
20 the chief put his hand into the open mouth. His fingers reached into the throat and felt inside. There was a big splinter⁷ of bone stuck deep in the flesh. The wolf whined piteously as the chief worked the bone loose. Finally he was able to pull the splinter out. It was a splintered bone from a deer.

As soon as the bone had been taken out, the wolf jumped around the chief
25 and licked his hands. Then the wolf gave a low, long howl. There were movements in the forest and the chief saw that he was surrounded by a pack of eight timber wolves. He patted⁸ the wolf beside him on the head, and the wolf got up and disappeared into the forest to the rest of the waiting pack.

1 pitiful = miserable

2 wail = a long, loud, high-pitched cry, as of grief or pain

3 to growl = (of an animal, esp. a dog) make a low guttural sound of hostility in the throat

4 to kneel down = to go down or rest on one or both knees

5 wary = cautious

6 whine = a long high-pitched mournful cry

7 splinter = a small thin sharp piece broken off, e.g. from wood, a bone

8 to pat = to touch lightly as a gesture of sympathy



Wolf tales

30 When two suns had passed, the young chief heard the loud howls of a wolf at the edge of the forest. 'It is the voice of the leader', he told himself as he went towards the sound.

When he reached the forest, he found that he was right. The wolf leader came to the chief at once, rubbed its shaggy⁹ head against him and asked him, as a dog would have done, to follow him deeper into the forest. The chief followed
35 and found the wolf pack standing beside a deer which had just been killed. Then the wolves disappeared into the dusk of the forest. The chief was surprised and glad when the pack left the deer. He carried the deer back to the hungry people of his village.

Every day, as the sun was low in the sky and the shadowy finger of night
40 stretched towards the forest, the grateful wolf called to the chief. Always there were one or two deer ready for him to carry back to the village. Soon the chief and the wolf leader became good friends, and they hunted together. They learned to understand each other's ways and hunting was always good when the young chief hunted with his friend, the wolf. No longer was there
45 hunger among his happy people.

[...]

(adapted from "Wolf tales: Native American Children's Stories" / compiled and edited by Mary Powell; illustrations by Deborah Reade. – 1st ed. Ancient City Press, Santa Fe, New Mexico. 1992.)



⁹ shaggy = having or covered with rough badly groomed fur, hair, or wool



1. About the story



Get the facts right

1. Why were the people of the village afraid of the howling wolf?
2. Who went into the forest to see why the wolf had howled?
What did this person take with him?
3. What happened when this person reached the wolf?
4. Why did the wolf howl?
5. How did the wolf react after the young chief had pulled out the splinter?
6. When the young chief followed the wolf into the forest two days later,
what did he find?
7. What did he do with the wolves' gift?
8. How did the wolves help the hungry people in the village?





Talking points

1. How did the people in the village feel about wolves in the beginning of the story? Did these feelings and attitudes change during the story? Why did they change?
2. Why did the young chief and the wolf become friends?
3. How did they both benefit from the friendship?
4. What did the people in the village and the wolves have in common? Can you think of other general similarities between wolves and humans?
5. Think about German stories about wolves, e.g. "Little Red Riding Hood".
 - a) How is the wolf described in "Little Red Riding Hood"?
 - b) Is the wolf in the story "Prince of Wolves" described differently?
 - c) Compare both wolf images. Think of reasons why the two images differ that much. Why do Native Americans in general have better attitudes towards wolves than many non native people?
6. Why do you think wolves are always the "bad guys" in stories like "Little Red Riding Hood", "The Wolf and the Seven Young Kids", "The Three Little Pigs"?
7. Do you think that stories like "Little Red Riding Hood" or "The Prince of Wolves" influence peoples' attitudes towards wolves?
8. What is your opinion of wolves?

2. Seeking the truth or "How the wolf met Little Red Riding Hood"



Write your own version of "Little Red Riding Hood".

But this time the wolf is not the "bad guy". When writing your story consider the Native American attitudes towards wolves and think about what wolves and humans have in common and how they could support each other.



3. Wolves of the Great Bear Rainforest

Fach Englisch, Klassen 7 – 10



CHECK LIST

Approximate lesson time: 90 min

Subjects:

- ⇒ reading comprehension
- ⇒ writing skills

Objectives: Pupils learn to

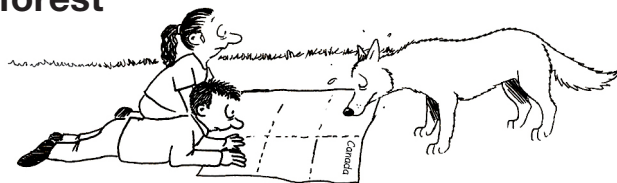
- ⇒ comprehend main messages of unfamiliar texts,
- ⇒ answer corresponding questions,
- ⇒ present essential information taken from the text.



TEACHER



Wolves of the Great Bear Rainforest



- 1 Pete and Lucy are very excited.
Next week they are going to visit
their cousin Chris in Canada. He is
a biologist and works in the “Great
5 Bear Rainforest”¹, an almost pristine², temperate³ rainforest on British
Columbia’s mainland coast. The Great Bear Rainforest is characterized by
countless salmon spawning rivers⁴, some of the oldest and largest trees on
earth and by many animal and plant species. Since parts of this unique⁵ forest
ecosystem are still untouched by humans, animals like wolves live there as they
10 have done for thousands of years.

- Chris studies the Rainforest wolves. He looks for signs such as scats⁶, fur⁷ and
tracks to learn as much as possible about the wolves, their prey⁸ and the area
where they live. Chris and his colleagues try to find out how many wolves
there are and where they live. Another important question is: What do the
15 Rainforest wolves eat? With the help of the signs he finds, Chris discovers
fascinating and interesting things. Did you know that the wolves of the Great
Bear Rainforest swim among the islands close to the coast to look for food? But
that is not all. The Rainforest wolves have a special and diverse⁹ menu: Besides
Sitka black-tailed deer¹⁰ they hunt salmon and they also eat black bears, seals,
20 otters and sometimes even marine mammal carcasses¹¹, crabs¹² and mussels¹³.

- Sometimes Chris goes out into the forest with his friend and colleague “Lone
Wolf”, who is a member of the Heiltsuk First Nation. The Heiltsuk territory lies
in the heart of the Great Bear Rainforest and the Heiltsuk people have been
living in this area together with wolves and other wildlife for thousands of
25 years. The rich local and traditional knowledge allows Chris a special insight
into the lives of wolves. “Lone Wolf” told Chris that he believes that there is a
spiritual connection between the wolves and his ancestors¹⁴. Wolves often use
the same areas as his forefathers, such as cultural sites or old village sites. One
day, the biologists indeed discovered a wolf pack that was living in a place
30 where once an ancient Heiltsuk village had been.

-
- 1 Great Bear Rainforest = Regenwald des großen Bären
2 pristine = unspoiled, in original condition
3 temperate = moderate, mild; temperate rainforest = Regenwald der gemäßigten Klimazone
4 spawning river = Laichfluss
5 unique = being the only one of its kind
6 scat = Kot
7 fur = animal hair
8 prey = animal hunted by another animal for food
9 diverse = varied
10 Sitka black-tailed deer = Sitka Schwarzwedelhirsch
11 carcass = dead body of an animal
12 crab = shellfish with 10 legs
13 mussel = clam, shell
14 ancestor = person from which another has descended; forefather



Wolves of the Great Bear Rainforest

Pete and Lucy are especially looking forward to Chris' stories about his rare wolf sightings. Their favourite story is about the fishing wolves:

35 “I have walked through the coastal rainforest for about 3 hours now. It’s raining and the clouds are almost touching the tips of the large trees around me. I love to be out there in the forest, to hear the sounds of the wilderness and to enter a unique and impressive ecosystem that has been largely undisturbed by industrial humans for thousands of years. My path leads me to a salmon spawning river. My friend “Lone Wolf” has told me that in this area he has seen wolves fishing
40 for salmon. When I reach the river, the wolves are already there. I don’t want to disturb them. So I look for a hiding spot and I watch the wolves silently through my binoculars. I can’t believe what I see. The adult wolves go into the river and chase the salmon. They don’t catch the fish with their paws¹ like bears do. They just grab² the salmon with
45 their muzzle³. It is incredible and I feel honoured that I am able to witness this scene. The wolves carry huge salmon away from the river further into the forest and share the delicious meal with their pups. It is absolutely fascinating to watch the wolves when they catch up to 12 salmon in half an hour.

50 After a while the wolves seem to be well-fed. The pups and the older siblings⁴ play with each other. Mom and dad lie under a huge Sitka spruce⁵ and seem to enjoy their time off. For me it is always a pleasure to witness the family life of wolves. Wolf groups are usually made up of the parents and the offspring⁶ of multiple ages. They practice
55 division of labour in terms of babysitting, hunting, and protection of each other, and they show deep loyalty. Humans can learn a lot from wolves about family values.

It’s slowly getting dark and I have to force myself to leave this wonderful and peaceful place. While I’m canoeing back to the camp, I have
60 to think about all the places on the world where habitat loss and persecution⁷ have taken their toll⁸ and where wolves disappeared from the landscape. Originally wolves could be found throughout the Northern Hemisphere wherever ungulates⁹ were living. But due to human persecution with guns, poison and traps, the number of
65 wolves worldwide has declined enormously. In addition, a high percentage of the wolves’ habitat has been lost.”

1 paw = foot of animal with claws

2 to grab = to take firm hold

3 muzzle = part of animal’s face, including nose and mouth

4 siblings = brothers and sisters

5 Sitka spruce = Sitka-Fichte

6 offspring = an animal’s young

7 persecution = extermination, pursuit

8 toll = an extent of loss or destruction

9 ungulates = mammal with hooves; e.g. roe deer, wild boar, moose, ...

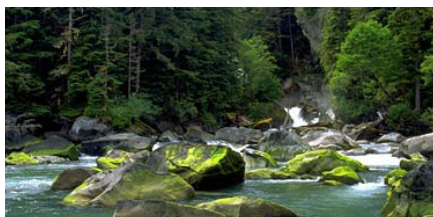


Wolves of the Great Bear Rainforest

- Wolves in the Great Bear Rainforest feed not only on salmon. Their favourite prey is Sitka black-tailed deer. These deer live in the old-growth forest where they find food and shelter. There is a strong and important connection between deer, forest and wolves: The forest provides food to the deer and - in doing so - also to the wolves who hunt the deer that live in the forest. In return wolves keep deer numbers from getting too high so that the deer don't over-browse¹ the plants. In this way wolves make sure that their prey has enough food to survive.
- 70
- 75 Wolves also help to "fertilize"² the coastal forest. When they hunt salmon, they carry them into the forest and leave parts of the salmon carcasses on the forest floor. This way wolves distribute nutrients³ from the ocean into the forest. The remains from salmon carcasses are also used by other animals: e.g. bald eagles, raven and also sea birds feed on the leftovers, and insects place their eggs in the
- 80 carcasses. Altogether the species (animals and plants) of the Great Bear Rainforest enjoy a perfectly functioning and well-balanced co-existence.

- Unfortunately this ecosystem is not protected. Industrial logging is a great threat to the coastal rainforest and for the species living there. More than 50% of the coastal rainforest in British Columbia have already been logged.
- 85 Thousands of trees that have been part of the landscape for many decades and have provided food and shelter for wildlife end up in chemical wood pulp factories⁴ and some of them even as toilet paper! But industrial logging not only causes loss of habitat and loss of food. The logging companies also build roads that provide easy access into the formerly untouched wilderness. Now
- 90 hunters, who want to shoot wolves, can easily reach the wolf territories in the Great Bear Rainforest.

Now it is up to the humans to save this unique wilderness ...



Learn more about the Great Bear Rainforest and the Rainforest Wolf Project at www.raincoast.org



1 to over-browse = to feed on leaves, young shoots or other vegetation too heavily
2 to fertilize = hier: düngen
3 nutrients = Nährstoffe
4 chemical wood pulp factories = Zellstofffabriken



1. The facts

1. Where does Chris work and what is his job?
2. What do Chris and his colleagues try to find out about the wolves?
And how?
3. What do the Rainforest wolves eat?
4. What do the wolves and the ancestors of "Lone Wolf" have in common?
5. How do wolves, in contrast to bears, hunt salmon?
6. Explain the structure of a wolf family.
Why can humans learn a lot from wolves about family values?
7. Where could wolves originally be found?
8. What was the reason for the enormous decline in wolf numbers worldwide?
9. What is the favourite prey of the Rainforest wolves?
Where does this animal live?
10. How do wolves "fertilize" the coastal forest?
11. What is the greatest danger for the Great Bear Rainforest and the wildlife living there?



2. Talking points

1. What makes the Great Bear Rainforest unique?
2. What do you think: Do native people and non-native people view wolves in a different way? Can you think of reasons for different attitudes towards wolves? What is your personal attitude towards wolves?
3. Think of other wildlife species that live in families or big groups (lions, ants, bees, deer, ...). What is the advantage of living in a group?
4. A Russian proverb says: "Wolves are fed by their feed." What does this mean? Consider that wolves live in large territories – mostly several hundred km². Think about what wolves eat and how they look for their food.
5. How are deer, forest and wolves connected? What do you think would happen, if one of the three elements would disappear?
6. How does industrial logging influence the animals in the Great Bear Rainforest?
7. Can you think of similar examples in Europe / Germany, where human activities have an influence on wildlife and / or destroy habitat?



Lesen

NABU-Material

Nur gucken – nicht streicheln! Cartoons für Wölfe.
Katalog, 90 Seiten, Berlin, 2008. (Best.Nr.: 4207, 2 Euro)

Willkommen Wolf. Ein Mythos kehrt zurück.
Broschüre, 34 Seiten, Berlin, 2008. (Best.Nr.: 4201, 1,50 Euro)

Willkommen Wolf
Faltblatt, Berlin, 2009. (Best.Nr.: 4202, kostenlos)

Willkommen Wolf
Poster, A2. (Best.Nr.: 4203, kostenlos)

Bezug: Die NABU-Wolfsmaterialien erhalten Sie beim NABU Natur-Shop, Am Eisenwerk 13, 30519 Hannover.
Tel.: 05 11.2 15 71 11, Fax: 05 11. 1 23 83 14, E-Mail: Info@NABU-Shop.de oder unter www.NABU.de/Shop.
Die Kosten zzgl. Versand werden Ihnen in Rechnung gestellt.



Für den Unterricht

Baumgärtner, A.C.: **Wenn die Wölfe kommen.** Lesehefte für den Literaturunterricht.
Mit Materialien. Ernst Klett Verlag, Stuttgart, 2004.

Davenport, P.: **Wolf Watch.** Teen Readers, Level 3. Ernst Klett Verlag, Stuttgart, 2001.

Pennart, de G.: **Rothütchen.** Moritz Verlag, Frankfurt am Main, 2005.

Powell, M.: **Wolf Tales. Native American Children's Stories.** Gesammelt und herausgegeben von Mary Powell. Illustrationen: Deborah Reade. Ancient City Press, Santa Fe, New Mexico, 1992.

Mehrtägiges Wolfsprojekt "Wildnis vor unserer Haustür" im fächerverbindenden Unterricht mit Aktivwoche im Lausitzer Wolfsgebiet. Nähere Informationen über das Projekt erhalten Sie vom Verein „Luzica – Naturerlebnis Lausitz e.V.“ (info@luzica.de) und im Kontaktbüro „Wolfsregion Lausitz“ (kontaktbuero@wolfsregion-lausitz.de).

Hintergrundinformationen

Koerner, S.: **Ökologie und Verhalten des Wolfes & Kleine Wolfsspurenkunde.**
Eigenverlag, sebastiankoerner@online.de, Spreewitz, 2006.

McAllister, I.: **Wilde Wölfe. Die letzten ihrer Art in Kanada.**
Aus dem Englischen von Eva Plorin. Frederking und Thaler, 2009.

Okarma, H. und Langwald, D.: **Der Wolf. Ökologie – Verhalten – Schutz.** Parey Verlag, Berlin, 2002.

Promberger, Ch.: **Faszination Wolf: Mythos, Gefährdung, Rückkehr.** Kosmos Verlag, 2002.

Radinger, E.H.: **Wolfsangriffe – Fakt oder Fiktion?** Verlag Peter von Döllen, 2004.

Radinger, E.H.: **Mit dem Wolf in uns leben. Das Beste aus 10 Jahren Wolf Magazin.**
Verlag Peter von Döllen, 2001.

Reinhardt, I. und Kluth, G.: **Leben mit Wölfen. Leitfaden für den Umgang mit einer konfliktträchtigen Tierart in Deutschland.** BfN-Skripten Band 201, 2007.

Stoepel, B.: **Wölfe in Deutschland – Expeditionen ins Tierreich.** Hoffmann und Campe, 2004.

Wildbiologisches Büro LUPUS: **Wölfe in Deutschland. Wenn Sie einem Wolf begegnen.**
Faltblatt, 2006.

Ziemen, E.: **Der Wolf: Verhalten, Ökologie und Mythos.** Kosmos Verlag, 2003.

Wolfmagazin. Fachzeitschrift über Wölfe, Kojoten und andere wilde Caniden.
Infos: www.wolfmagazin.de



Surfen

www.NABU.de Homepage des Naturschutzbund Deutschland (NABU) e.V.

www.Willkommen-Wolf.de NABU-Projekt „Willkommen Wolf!“

www.Wolfsregion-Lausitz.de Kontaktbüro Wolfsregion Lausitz

www.Wolfmagazin.de Online-Newsletter Wölfe in Deutschland und International



Der NABU ist der größte Umweltverband Deutschlands. 450.000 Mitglieder und Förderer engagieren sich hier für bedrohte Tiere, Pflanzen und Lebensräume. Mit der Aktion „Willkommen Wolf!“ setzt sich der NABU für die Rückkehr des Wolfes ein. Ein wichtiger Schwerpunkt ist dabei die Aufklärungsarbeit: Warum sind Wölfe wichtig? Können wir konfliktfrei mit ihnen leben?

Die Unterrichtsmaterialien zum Wolf gehen dem Märchen vom bösen Wolf auf den Grund.

Weitere Infos zum NABU und zu „Willkommen Wolf!“ unter www.Willkommen-Wolf.de

