Animals

STAGE 2 SUGGESTED CLASSROOM ACTIVITIES

Science

ST2-1LW - Describes ways that science knowledge helps people understand the effect of their actions on the environment and on the survival of living things.

Student Activity:
Take students outside to a patch of grass and have them sit in a circle. Play a game of duck, duck, goose with them, but instead of calling it duck, duck, goose call it python, python, mouse. When the game is over ask students which part of the TV show was there a python and a mouse? Research information about the environments that python snakes and mice live in.

English

ENS2-6B – Identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identified organisational patterns and features.

Student Activity:
Explain the task to students that they will be writing a narrative where the main characters are animals that were in the TV show. On the board make a list of animals which were seen in the clip. Students should pick 2 of these animals one as a good guy and one as a bad guy in their story. Students can be as creative as they can imagine, their animals may talk or fly or even be able to turn invisible. The only boundary is that the ‘bad guy’ must interact with his physical environment in a negative manner whilst the ‘good guy’ respects the environment.

Student Activity:
Select an animal and research its habitat and the human impact on habitat over the past 50 years. Decide the three most important factors which have affected the animal and draw a poster to explain this to someone your age.

Student Activity:
Become an eco warrior and describe how you would help the environment or an animal species. Describe what your role would be? Describe this as an explanation or a creative writing story. Alternatively, write a diary entry. Pretend you are an animal researcher observing an animal - what do you see? Use descriptive language. What are the factors you would consider: climate, captivity, food, diet?

Creative Arts

VAS2-2 - Uses the forms to suggest the qualities of subject matter.

Student Activity:
Discuss with students the way a snake looks and what they remember from the TV show. You may even like to play that part of the clip again and pause it on the snake so students can get a clear picture in their heads. Explain to students they will be creating an artwork of a python, just like the one they saw in the clip. Students can create their artwork. Teachers or students can choose which medium will be used paint, text, crayons etc. Students share the work they have done with a group of 5 students. Students then display their artwork in the classroom.
Name

For this lesson you’re going to need a lot of Lego (or equivalent) animals, trees, fences, base plates and blocks as well as any other farm related figurines you can find:

1. Make a list of animals you would find on a farm:

2. What do these animals need to survive?

3. Farm animals need fences. Why?

4. Write a list of all other features you will need on your farm:

5. In pairs, design a farm and draw up your plan here:

6. Build your farm! Enjoy!
Animals

STAGE 3 SUGGESTED CLASSROOM ACTIVITIES

Science

ST3-10LW - Describes how structural features and other adaptations of living things help them to survive in their environment.

**Student Activity:**
Students watch the following videos about orangutans:

http://www.youtube.com/watch?feature=player_embedded&v=ZD6UpPQkNBU
http://www.youtube.com/watch?feature=player_embedded&v=IMiqXVwGZ0w

Tell students they will be researching animals. Instead of being in Borneo helping and watching the Orangutans, we are going to use the internet and books for our information. Find out how orangutans survive in their environment. Your task is to write a report on Orangutans and why we should save them from extinction.

**Student Activity:**
Observe and document your experiments on plant growth. Grow beans or native seed in plastic cups on a base of cotton buds. Place some in a dark place, some without water and have one in the sun and without water as a control. Record the differences. Why were there differences?

ST3-11LW – describes some physical conditions of the environment and how these affect the growth and survival of living things

**Student Activity:**
Explain to students that today they will be making a radio ad that is campaigning to save animals from careless drivers. The radio ad should be no longer than 30 seconds and should clearly tell the audience the point your group is trying to make. Listen to an example of an advertisement that is trying to get people to wear helmets on their bikes. [http://www.rta.nsw.gov.au/media/bike-helmet-radio.mp3](http://www.rta.nsw.gov.au/media/bike-helmet-radio.mp3). Students work in groups of 3 or 4 to create a radio advertisement. They should write a script and then practise until presentation time. All groups should perform their radio advertisement to the class.
### English

NS3-5 – discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts.

**Student Activity:**
Choose an environmental group/service from the following website: [http://www.edo.org.au/links/ngolinks.html](http://www.edo.org.au/links/ngolinks.html). Explain how this group acts in an ecologically responsible manner. Design a poster to highlight the key responsibilities of the group and what their key focus is on.

**Student Activity:**
From the list of groups on the following website: [http://www.edo.org.au/links/ngolinks.html](http://www.edo.org.au/links/ngolinks.html), make a list of groups that act in an ecologically responsible manner on a global front, not just in Australia. For each group, list the key responsibilities of the group and what their key focus is on.

ENS3-6 - identifies the effect or purpose on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features.

**Student activity:**
Select an animal and research its habitat and the human impact on habitat over the past 50 years. Explain how various beliefs and practices have influenced the ways in which people interact with, change and value their environment. Decide the three most important factors which have affected the animal and draw a poster to explain this to someone your age.

### Creative Arts

VAS3-2 – Makes artworks for different audiences assembling materials in a variety of ways.

**Student Activity:**
Using the concepts of climate, captivity and food, create a piece of art that focuses on one chosen animal from the TV show. Your art work will be hung up in one of the infants classrooms so be sure to make it appealing to young children!
Name

1. Make a list of ten endangered animals:

2. Draw one of those endangered animals here:

3. Find out five interesting facts about the endangered animal that you drew:

4. What needs does a plant have for successful growth?

5. Write a list of animals found in your local environment

6. If you were an animal, why would you like to live in your local environment?
Certificate of Achievement

Congratulations

..........................................................

on completing your studies of

NATURAL SCIENCE
(ANIMAL SCIENCE)

From

“Enquiring Minds”.

You are well on your way to becoming an

ANIMAL RESEARCHER

Signed ________________________ Dated ________________
Animals

STAGE 4 & 5 SUGGESTED CLASSROOM ACTIVITIES

**Geography**

4.8 - Describes the interrelationships between people and environments

5.10 - Applies geographical knowledge, understanding and skills with knowledge of civics to demonstrate informed and active citizenship.

**Student activity:**

Students in groups to do some internet research on the plight of orangutans in Borneo and Sumatra. They should come up with an answer to the question, “Why are orangutans endangered?” Group findings could be presented in the form of a graphic chart.

**Resource:**

The WWF outlines the problems facing the orangutans due to habitat destruction [http://wwf.panda.org/what_we_do/endangered_species/great_apes/orangutans/](http://wwf.panda.org/what_we_do/endangered_species/great_apes/orangutans/)

The Taronga Zoo website has lots of information on what the zoo is doing to help conserve orangutans. The link below takes you to their discussion on palm oil. [https://taronga.org.au/support-us/take-action/don-t-palm-us/more-info-about-palm-oil/all-you-need-know-more-info-about-palm-oil](https://taronga.org.au/support-us/take-action/don-t-palm-us/more-info-about-palm-oil/all-you-need-know-more-info-about-palm-oil)

**English**

EN4-2A effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies

EN5-2A effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies

**Student activity:**

Pose the question, “What can we do to help the orangutans?” Let students search for information on the internet and then ask them to come up with personal answers to the question. Encourage them to write a letter to a politician expressing their ideas.

**Resource:**

**Science**

SC4-14LW - Relates the structure and function of living things to their classification, survival and reproduction

SC5-14LW - Analyses interactions between components and processes within biological systems

**Student Activity:**

Students to draw a food chain of the rainforest environments in Sumatra and Borneo where the orangutan live. There are many images of orangutan food chains in Google Images

**Resources:**

The links below provide good information on the orangutan food chains.

https://sites.google.com/a/jeffcoschools.us/the-sumatran-orangutan/home/energy-and-role-in-food-chain


http://www.whateats.com/what-eats-an-orangutan