

MY ANIMAL PARK (LEVEL 2)

Description	Learners will design their own animal park to learn to group animals based on shared characteristics as a way to introduce taxonomy in the animal kingdom.
Leading Question	How would you organize animals in a park/reserve?
Total Time Required	3.5 hours total over 4 days
Supplies Required	Paper, color pens, pen/pencil, scissors
Learning Outcomes	<ol style="list-style-type: none"> 1. Literacy: Reading and writing practice 2. Literacy: Vocabulary – animal names and habitats, reserves, sanctuaries, food chain, consumer, producer, omnivore, carnivore, adaptation 3. Biology: Animal classification based on similar traits and/or habitats 4. Biology: Food chain and types of consumers 5. Biology: Animal rights and ethics 6. Presentation skills
Required Previous Learning:	<ul style="list-style-type: none"> - Ability to read and write in the language of instruction or at least be familiar with alphabets - Knowledge of ~20 animals

DAY 1

Today you will learn about the different places animals can live and how to classify them.

Suggested Duration	Activity and Description
5-10 minutes	<ul style="list-style-type: none"> ● Introduction: the purpose of this project is to design an animal park reserve that has animals grouped together in different ways. ● Ask the learner if she or he knows what the differences are between parks/reserves and zoos. You may refer to a park or reserve that exists in your country, if applicable. Explain that:

- Animals are caged in zoos and they do not have enough space to walk around freely. Animals can also be sold to and by zoos
- Animal parks and reserves are more open for animals and they can walk around freely in places that look like their real homes. Animals are not sold in reserves or parks and are protected

- Ask the learner if they think a zoo or park/reserve is better
- Alternative: if learners do not know what a zoo or animal park are, it might be easier to ask them to design a jungle that has at least three different types of habitats (places where animals live).

Suggested habitats:

- An area with many trees
- An open area with grass
- An area with a pond/lake or other water body.

30 minutes

- Learners will play the following game with their families to think of the animals they want in their jungle.
 - On a piece of paper, the learner will write the alphabets of the language you want her or him to conduct the project in. For example, A-Z
 - The learner will say the alphabets out loud (e.g.: A, B, C, D, E...) and another will stop him or her at any letter. All players must then come up with an animal name that starts with or contains that letter. For example, if the learner is stopped at the letter E, each player must come up with an animal name that begins with or contains that letter (e.g. elephant, snake etc.)
 - If learners do not know many animals yet, they can look at appendix 1 and identify an animal whose name contains that letter.

To make this easier, players can mention any name that contains the letter, and not just a name that starts with it. For example, if players stop at letter E, snake, crocodile etc. can also be mentioned as they contain the letter E.

- The game can stop when 20-30 animal names have been collected.

10-20 minutes

- Explain that animals are classified by scientists based on things we observe about them like how their skin or teeth look, where they live, what they eat etc. Ask the learner to look at images of different animals and think of how they are similar.
- Prompts:
 - What are some animals from our list that are very similar to each other? Why are they similar? Does it have to do with how many legs

they have, if they can swim or fly? What are other ways we can compare them? Allow the learner to brainstorm.

- What are some animals that are very different? How are they different?
- Does the place an animal lives in change the way it looks? What are some examples?
- How do you think animals that live in very hot and very cold places handle the weather in these places? What about places where it rains all the time? Places that get very little rain? Give the learner some examples: animals like squirrels and bears that live in very cold places hibernate (or sleep through) the coldest months! Animals in very hot places like camels in deserts can use fat from their bodies to feed themselves, which means they can survive without eating or drinking for weeks! They also don't really sweat!
- Explain that the ways animals have adapted to their environments is called adaptation.

DAY 2

Today you will learn to classify, and group animals based on what they eat!

Suggested Duration	Activity and Description
5-10 minutes	<ul style="list-style-type: none"> • Learners will learn about some ways to classify and group animals based on what they eat and where they live. • Ask the learner if they know what the different types of consumers are? Explain that based on the food they eat; animals are classified into: <ul style="list-style-type: none"> - Herbivores: animals that eat plants and bacteria only - Omnivores: animals that eat both plants and other animals - Carnivores: animals that eat mainly other animals.
5-10 minutes	<ul style="list-style-type: none"> • Ask the learner to guess what type of consumer he or is she is? Explain that people who are vegetarian and vegan are herbivores, while meat eaters are mostly omnivores! Ask the learner to come up with other examples in each category.
10-20 minutes	<ul style="list-style-type: none"> • Introduction to the food chain: <ul style="list-style-type: none"> - Explain that every living thing either eats another living thing or is eaten by another living thing! - Ask the learner to think of a carnivore and something it eats, then think about what that animal eats.

- Explain that everything that is eaten is considered energy, and that the food chain shows us how energy is transferred from one living thing to another in the form of food!
- Explain that living things can be classified into producers of energy and consumers of energy. Plants produce their own energy from the sun, which is the source of energy. Animals get energy by eating or consuming other plants and animals. Therefore, the sun is the **source** of energy, while plants are **producers** of energy and animals are **consumers** of energy.

Example:



20 minutes

- The learner will write down five categories that animals can be classified into and place 4-6 animals from the list they made yesterday under each category. Suggested categories:
 - Number of limbs (like legs and hands in humans)
 - Ability to fly
 - Ability to breathe underwater
 - Ability to live in water and on land
 - Ability to swim
 - Food they consume
 - Habitat (where they live – snakes live in the desert, monkeys live in forests, etc.)
- Example:

Category 1: Live in forest	Category 2: Have 4 limbs
1. Monkey	1. Cat
2. Bear	2. Lion
3. Animal 3	3. Animal 3
4. Animal 4	4. Animal 4
5. Animal 5	5. Animal 5
6. Animal 6	

DAY 3

Today you will use your art skills to create your own animal reserve!

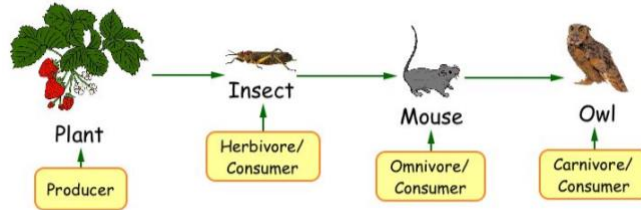
Suggested Duration	Activity and Description
40-45 minutes	<ul style="list-style-type: none"> Learners will draw each animal on the list he or she made yesterday and make cut outs of the animals using a pair of scissors <i>TIP: the learner can look at the animals in the in appendix 1, or any other book, magazine, textbook etc. that contains images of animals</i>
30 minutes	<ul style="list-style-type: none"> The learner will design an animal reserve or jungle using some of the cutouts she or he made. Do not use all the cutouts for this activity. Ask the learner to: <ul style="list-style-type: none"> Draw the layout with the different habitats the learner identified – where are the animals going to be living? Options include: grassy area, water body or aquarium, desert-like area, forest-like are with trees. Learners can see appendix 2 for ideas Glue the cut out of each animal where it belongs on the reserve. Ask the learner if animals in the same habitat share any similarities. Suggested prompt: do the animals you put in the desert have something in common? If they are different, what differences do they have? Decorate, color etc. to finalize the reserve or jungle design

DAY 4

Today you will present your jungle and get feedback about it.

Suggested Duration	Activity and Description
20-30 minutes	<ul style="list-style-type: none"> On a separate large piece of paper, the learner will use the leftover animal cutouts or draw new animals and plants to create a food chain: <ul style="list-style-type: none"> The learner will glue or draw each living thing in its correct position The learner will draw arrows clearly indicating the direction of energy transfer from one living thing to another. The learner will label each living thing as consumer or producer of energy. Example:

The Food Chain Of An Owl



Source: <https://www.tes.com/lessons/cqHs1lgfblsRtQ/food-chain-references>

**10-20
minutes**

- Learners will present their reserve or jungle to the family and explain:
 - The different types of animal habitats
 - The names of animals in each habitat and their classification as consumers (herbivores, omnivores, or carnivores)
 - 2-3 examples of similarities and differences between animals. For example, snakes and camels both live in the desert, but snakes are carnivores while camels are herbivores
 - 2-3 examples of how different animals adapt to their environments.

**10-15
minutes**

- Parents/Guardians will give feedback on the reserve/jungle design and presentation and revisit the discussion from day 1 around animal parks or reserves and zoos.
- Optional:
 - Do you think it's right to put animals in zoos? Why or why not?
 - Parents discuss how the best thing for an animal is to be in the wild, but that a park, reserve or sanctuary is a better than a zoo because animals are not caged in very small spaces and are put in places that resemble their natural habitats. Explain that many animals are protected from hunting that way

ASSESSMENT CRITERIA

- Completed sketch of animal reserve or park (or jungle) with 5 different grouping categories and diverse habitats.
- Completed food chain sketch with labels for each living thing.
- Presentation: names of animals, animal habitats, animal consumption classification, 2-3 examples of how animals are similar or different, 2-3 examples of adaptation.

ADDITIONAL ENRICHMENT ACTIVITIES

- You can extend the learning from this activity by increasing the number of categories on which learners can compare animals
- You can also ask the learner to write 2-3 sentences on each animal and create a booklet of these animal descriptions for park visitors to read about the animals

APPENDIX 1









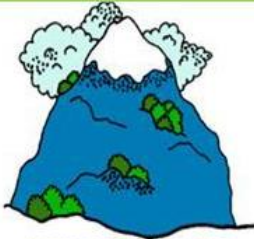


Source: <https://www.eslbuzz.com/learn-english-vocabulary-through-pictures-100-names-of-animals/>

EAA welcomes feedback on its projects in order to improve, please use this link:
<https://forms.gle/LGAP9k17fMyJrKJN7>

APPENDIX 2

Habitats

List as many animals as you can find for each habitat.

 <p>ON A FARM</p>	 <p>IN THE FOREST</p>	 <p>IN THE DESERT</p>
 <p>IN THE SEA</p>	 <p>IN A HOME</p>	 <p>IN THE JUNGLE</p>
 <p>IN THE MOUNTAINS</p>	 <p>IN THE SAVANNAH</p>	 <p>IN VERY COLD PLACES</p>

Source: <https://en.islcollective.com/english-esl-worksheets/material-type/fun-activities-and-games/animals-habitats/108960>