

Will it Survive?

3.2.4 Pre and Post Field Trip Activity

Activity Information

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Recommended Audience: 3rd grade students

Activity Duration: Two 30 minute sessions

Activity Location: In a classroom.

Activity Description: Students will be able to create an explanation about how different traits and behaviors would help an animal survive. This is done through playing a game in small groups and doing research on animals they see on their field trip to the zoo.

Theme: It takes different traits and behaviors to survive different situations.

Path to Championship: This program aims to help students increase their environmental literacy. Children this age are likely at the beginning of their journey to being a champion for wildlife. This activity does directly tie into Utah's Hogle Zoo's goal of reaching 300,000 students.

Learning Objectives: By the end of this lesson students will understand that animals as both species and individuals have traits and behaviors that make them more likely to survive in any situation.

Evaluation:

A formative evaluation should be done during the activity and some questions to gauge student understanding are included in the instructions for this activity.

A summative evaluation would be to have students explain why their creations do and do not have the traits that would help it survive and explain why the animal they chose would survive based on its traits and behaviors.

Activity Preparation

Supplies List:

- General Supplies
 - Paper
 - Scenario cards
 - Worksheet
 - Crayons
 - Pencils
 - Clipboard

Activity Procedure

1. Ask students if they can think of anything that a plant or animal does that might help it live in its habitat.
2. Take one of the examples that students gave and have students decide if having more or less of that trait would help it in its habitat. For example: A snow leopard would want longer hair in the cold as having shorter hair would not keep it as warm.
3. Ask students if they think that trait would still help that animal if it lived in a different habitat. For example: Would long hair still help a snow leopard if it lived in the desert?
4. Break the class up into small teams of 3-5.
5. Explain to the class that they will be given a card and they need to create a plant or animal that would have an adaptation or do something that would help it live and one that would have a harder time with that scenario. Encourage students to use their imagination rather than drawing plants and animals that already exist.
6. Give each team paper, crayons and a card. Give the class time to talk about their ideas and draw it out.
7. Once all of the teams have had time to finish their projects have them each take turns reading their scenarios, presenting their creations and explaining why the traits they picked would or would not help their creation survive.
8. Before taking students on the field trip to the zoo make sure they all have a copy of the worksheet and the scenario from their group. During their field trip they will be tasked with finding an animal at the zoo who could survive in their scenario. The signs at the zoo should provide information to help them fill out their worksheet.

9. After the field trip give groups time to talk with themselves about the animals that they found and why each member selected the animal they chose.
10. Let each group explain to the class their scenario, the animals they found and how they think they would survive.

Scenario Card

This plant or animal lives somewhere very hot. How would it stay cool?	This plant or animal lives underwater. How does it get air?
This animal can't see very well. How would it find food and other animals of its own kind?	This plant or animal lives somewhere very cold. How does it stay warm?
This animal lives on rocky cliffs. How would it find food without falling?	This plant or animal is small and there are lots of other animals who would like to eat it. How would it stay safe?
This animal lives somewhere hot in the summer and cold in the winter. This makes it so there is not a lot of food in the winter. How would it find food when it is cold?	This animal likes to eat fruit that grows on the tallest trees. How would it get its food?

MY ANIMAL

Name: _____

1 I am looking for an animal that can: (write what is on your scenario card)

2 The animal at the zoo I think could do that is:

3 Something it has or can do that would help it is:

4 What would happen if it didn't do that as well as the others of that kind of animal?

5 Draw a picture of your animal.