

LEARNING ABOUT ANIMALS:

Wildlife Activities for Pupils



the Jane Goodall Institute

FOR WILDLIFE RESEARCH, EDUCATION AND CONSERVATION

Primary 3 Lesson

The primary 3 lessons are designed to meet the Uganda national curriculum by focusing on the following Thematic Strands:

- **Theme:** Living Things- Animals
- **Literacy competencies:** Listening and Speaking, Reading/Tactile, Writing
- **English (non-medium) competencies:** Vocabulary, Structures
- **Life skills and values:** Self awareness, Critical thinking, Care, appreciation

These topics will be taught using visual aides and activities that encourage the pupils to actively participate in discussion/problem-solving. Pupils will also participate in a guided forest walk to allow them to safely experience the amazing forest habitat.

An Introduction and Methods for Teaching Young Children

It is important while working with this young age group to conduct lessons in an interactive way that can hold the pupils' attention and allow them to engage with the content. Active participation and self discovery will contribute to a better understanding and retention of the content and messages. Below are helpful tips for working with young children.

- Incorporate elements of surprise and create a sense of adventure
- Keep conversations short and moving rapidly to accommodate short attention spans
- Encourage movement and hands on activities
- Activities should focus on action, play and using the senses
- Effective strategies include questions, visual aides, games, stories, sensory exploration and role play
- Keep the environmental message positive and focused on appreciation and actions that children can take to help wildlife and the environment
- Shed inhibitions and Have Fun!

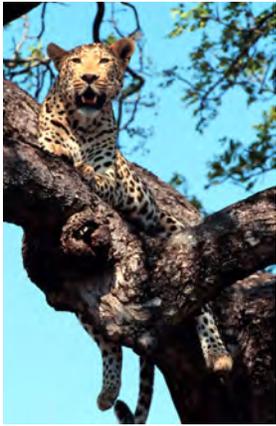
Wildlife Education Activities

The activities in this lesson have been developed using a variety of hands-on materials for the pupils to use. We have suggested a sequence below, but really, the lessons and materials are flexible to meet the instructors needs, number of pupils and time frame.

Suggested Sequence of Activities

1. Welcome the pupils
2. Tell pupils about the activities for the day
3. Conduct a pre-assessment with pupils
4. Conduct the following lesson plans:
 - Who am I?
 - What do all wild animals need to survive?
 - Forest Walk
 - You can help protect wildlife
5. Conduct a post-assessment with pupils
6. Say good-byes

Who am I?



Age Level:

Primary 3

Subject Area:

Animal Identification

Duration:

40 minutes

Setting:

Education Centre

Skills:

Observation

Summary: Many different animals live in the forest and use it as a place to get their food, water and homes. The forest also depends upon animals for its survival.

Objectives:

- To familiarize pupils with six animals that live in the forest.
- To highlight unique characteristics of six forest animals.

Materials:

Pictures of the following animals:

- Frog
- Chimpanzee
- Hornbill
- Butterfly
- Leopard
- Spider



Procedure:

1. Start with a discussion about some of the animals that you can see in the forest. Ask the pupils: “What kind of animals do you think live in the forest?” *Repeat the animals that they mention to the class. If they are having trouble coming up with animals, give the pupils clues such as: “What kind of animal lives in the forest and has moist skin that is green in colour? It also eats insects and jumps? That’s right! A frog!” You can also use the mural to point at animals to see if they can identify the animals. If a pupil mentions an animal that doesn’t live in the forest, politely correct them.*
2. Next, tell the pupils that there are many different types of animals that live in the forest. You can find animals such as: frogs, chimpanzees, hornbills, butterflies, leopards and spiders! Each of these animals uses the forest for food, water and their homes. Even though all of these animals depend on the forest they each use it differently.
 - **Frogs** use their long back legs to jump from place to place in search of insects to eat and water to lay their eggs.
 - **Chimpanzees** use their long arms to climb trees so they can find their favourite food to eat, figs. They also build nests in the trees to sleep in.
 - **Hornbills** use their sharp bill to eat fruit and insects, and they rest in the trees.
 - **Butterflies** use their wings to glide from flower to flower to eat the sweet nectar inside.
 - **Leopards** use their strong legs and claws to climb trees, so they can rest and eat the food that they hunt in the forest.
 - **Spiders** spin webs between trees to catch their food. Their web is also their home.
3. Say to the pupils: “Now that you know some of the animals that live in the forest, I am going to give you the opportunity to act like some of the animals!”
4. Introduce the game “Who am I?” to the pupils. Tell them that they are going to play a guessing game.
 - a. One pupil will come up to the front of the class and will be shown a picture of an animal that lives in the forest.
 - b. The pupil at the front of the class has to “act” like the animal in the picture (can also use sounds).
 - c. The remaining pupils have to guess the animal that is being acted out without seeing the picture. The animals that will be acted out are: frog, chimpanzee, hornbill, butterfly, leopard and spider.
5. Lean the pictures against the wall behind where the pupils will be acting, so the pupils who are guessing can have a reminder of the animals that they can choose from.
6. Next, tell the pupils that you need 6 volunteers to help with the lesson by acting as a animal for the class. One educator will take the six volunteers outside to assign each pupil a wild animal and quickly discuss how they can imitate their wild animals.



Frog

- Squat down and touch the ground with your hands in front of you, then jump forward to mimic a frog leaping.
- You can also stick out your tongue quickly to mimic a frog catching food or make a frog call.



Chimpanzee

- Kneel on the ground with your arms in front of you. Make your hands into fists. Move forward like this to mimic a chimpanzee walking on its knuckles.
- You can also mimic a pant hoot sound.



Hornbill

- Put arms out (at your sides) and move them up and down to mimic wings.
- Make a “bill” by touching their thumb to the other four fingers.
- Have them bring their hand to their mouth with fingers pointed outwards.
- Have them move their head back and forth to mimic them picking fruits



Butterfly

- Interlock thumbs, move hands back and forth to mimic a butterfly's wings flapping.



Leopard

- Put hands out in front of you and bend your fingers like you are digging into something
- Make a downward motion with your hands and growl. (can also make a swatting motion with your hand)
- Stand up and jump forward as far as you can.
- Kneel on the ground with their arms in front of them (on the ground). Lean your face towards the ground with your bottom in the air like you are stalking prey



Spider

- Place your wrists together.
- Wiggle your fingers to mimic spider's legs moving.

7. While the six volunteers are outside, remain with the pupils that are guessing the animals. Briefly explain again how the game is going to be played.
 - One pupil will come to the front to act out their animal
 - As you are watching them act, try and think about which animal in the picture might do the same thing.
 - If you think you know which animal that they are acting out, say it so everyone can hear.
 - Once the correct animal is said, the pupil will stop acting and we will review what you noticed about that “animal”.
8. One at a time, have each of the pupils who volunteered, come up to the front of the class to act out their animal. If the pupils are having difficulty imitating the animals, use questions to prompt them.
 - *How do you move through the forest?*
 - *Do you make any sounds? If so, what do you sound like?*
 - *How do you get your food?*
9. Before the next pupil comes to the front of the class to act, talk about what behaviours and characteristics they saw that helped them answer correctly. Have all of the pupils make the animal movement they just saw.

Discussion questions:

- **Frog**

Ask the pupils:

- a. *How did you know that they were acting like a frog?*
- b. *Did you notice that they jumped? Frogs have long and powerful hind legs that help them jump from place to place and hold on to their perches.*
- c. *What did they do to catch food? Frogs use their tongue to catch the insects that they eat.*
- d. *Did you hear anything?*
- e. *What did you hear? Male frogs communicate with females through vocalisation.*

- **Chimpanzee**

Ask the pupils:

- a. *How did you know that they were acting like a chimpanzee?*
- b. *What did you notice about their arms? A chimpanzee's arms are longer than their legs which allow them to move quickly through the trees and on the ground.*
- c. *Did you notice that they walk on their knuckles?*
- d. *Did you hear anything?*
- e. *What did you hear? One way chimpanzees communicate is through vocalisation. One call in particular is called a pant-hoot. A loud and complex call that is made by an individual or several animals to make an impressive chorus.*

- **Hornbill**

Ask the pupils,

- a. *How did you know that they were acting like a hornbill?*
- b. *What were they doing with their arms? Birds have wings that they move up and down to help them fly.*
- c. *Did you notice that they had a bill like a bird? They use their bills to eat fruits such as figs.*

- **Butterfly**

Ask the pupils:

- a. How did you know that they were acting like a butterfly?*
- b. What were they doing with their arms? Butterflies have wings that they move up and down to help them fly. Butterflies eat the nectar from flowers. Some butterflies also eat decaying fruit and animals, tree sap and water from the ground.*

- **Leopard**

Ask the pupils:

- a. How did you know that they were acting like a leopard?*
- b. Did you notice that they jumped?*
- c. How was their jump different than the frogs? Leopards don't jump from a sitting position. Leopards can jump 6 metres in a single bound and jump 3 metres high.*
- d. Did they do anything with their hands? Leopards use their large paws and sharp claws to catch their prey.*

- **Spider**

Ask the pupils:

- a. How did you know that they were acting like a spider?*
- b. Did they do anything with their hands? Spiders have eight legs and they move them up and down to "walk".*
- c. Do you know how most spiders catch their insect food? They spin webs to catch food.*

10. End this activity by talking with the pupils about the forest. The forest is home to a variety of animals. Each animal uses the forest in a different way. They each have a special way to get their food, water and a home or shelter. Every animal is also important to the forest. The forest depends upon every animal from spiders and butterflies to chimpanzees and leopards to grow and survive.

Ask the pupils, "Who's job is it to protect the forest so animals will have food, water and a home? It is our job!" Have the pupils repeat the answer. When they go home, they can look for animals that live near them and see if they can find where animals get their food, water and shelter (home).

What do all animals need to survive?



Age Level:

Primary 3

Subject Area:

Science

Duration:

30 minutes

Setting:

Education Centre

Skills:

Observation and matching

Summary: Just like people, all animals need food, water and shelter to survive.

Objectives:

- To demonstrate that all animals need food, water and a home to survive.
- To inspire children to learn more about animals and the forest.

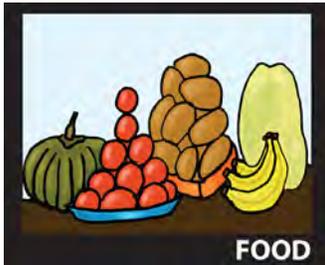
Materials:

- 15 photo cards
- 1 fabric poster



Procedure

1. Ask pupils what things people need to survive? As the pupils are providing responses to the question, show them the pictures of the human example that matches with each response.
 - When pupils respond that we need food to survive, show the picture of food.
 - When pupils respond that we need water to survive, show the picture of water.
 - When pupils respond that we need homes/a home to survive, show the picture of the house.



If the pupils are having trouble coming up with the responses, show them the picture and ask if they know what it is. Then ask if they think that people need this to survive.

Example: “What is this picture of? That’s correct. This is a picture of food. Do people need food to survive? Yes, we all need to eat food to survive.”

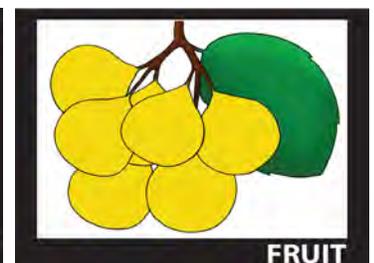
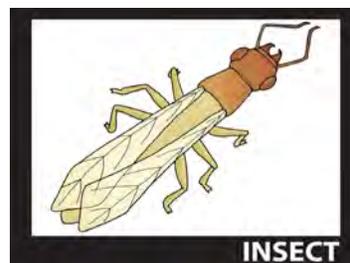
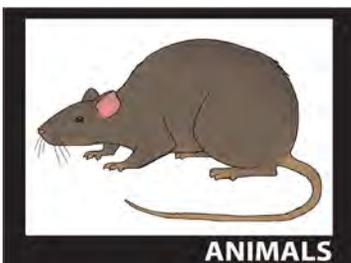
2. Next, explain to the pupils that just like people, animals also need food, water and homes to survive. Use the remaining pictures to allow the children to match up the animal examples to the human examples.

If the pupils are having trouble correctly matching the pictures, ask a question about the picture to lead them to the correct answer.

Example: “This is a picture of a tree. Do any animals live in trees? Yes, many animals use trees as a home”

3. Once all of the pictures are correctly matched. Discuss each one with the pupils.

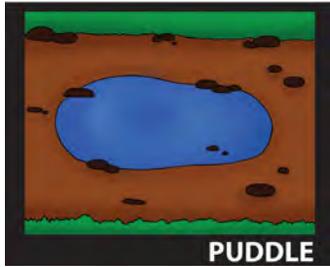
Food – “These are all examples of food. Just like us, animals also need food to survive. The animals that live here in the forest eat many different things. Some animals eat leaves and other plants. Some animals eat insects or other animals. Caring for the forest helps to protect all of the animals that depend on it for food.”



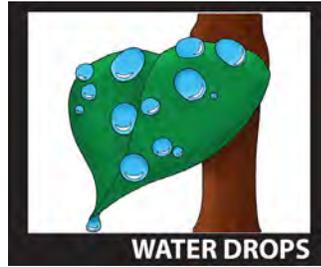
Water – “These are all examples of water. All animals, including people, need water to survive. Animals in the forest can find water in streams, puddles on the ground and even on the leaves of the trees and other plants. It is very important that we keep water clean, so that we can use it and so that animals can use it.”



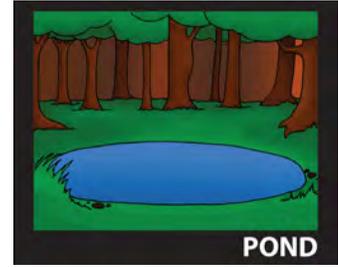
STREAM



PUDDLE



WATER DROPS



POND

Homes – “These are examples of homes or shelter. Homes protect animals from the weather and from other animals. The forest is an important home for many animals. Some animals live in the trees, while others find homes in webs, nests or under logs and rocks on the forest floor. By protecting the forest, we are protecting the homes of many animals.”



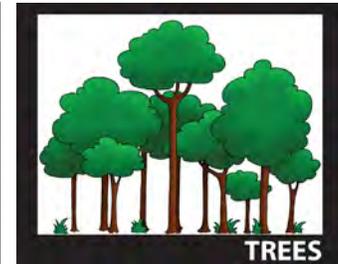
BURROW



NEST



WEB



TREES

4. End this activity by talking with the pupils about the importance of the forest for both people and animals. Ask the pupils, “Who’s job is it to protect the forest so animals will have food, water and a home? It is our job!” Have the pupils repeat the answer. Discuss things that the pupils can do to help protect the forest and the animals that live there.

- Learn more about the animals that live in the forest.
- Put all rubbish in a proper bin.
- Be careful not to damage trees or other plants.

Forest Walk



Age Level:

Primary 3

Subject Area:

Environmental
Science

Duration:

45 minutes

Setting:

The Forest

Skills:

Observation and
listening

Summary: By spending time in nature, pupils will discover and identify where animals get their food, water and their homes.

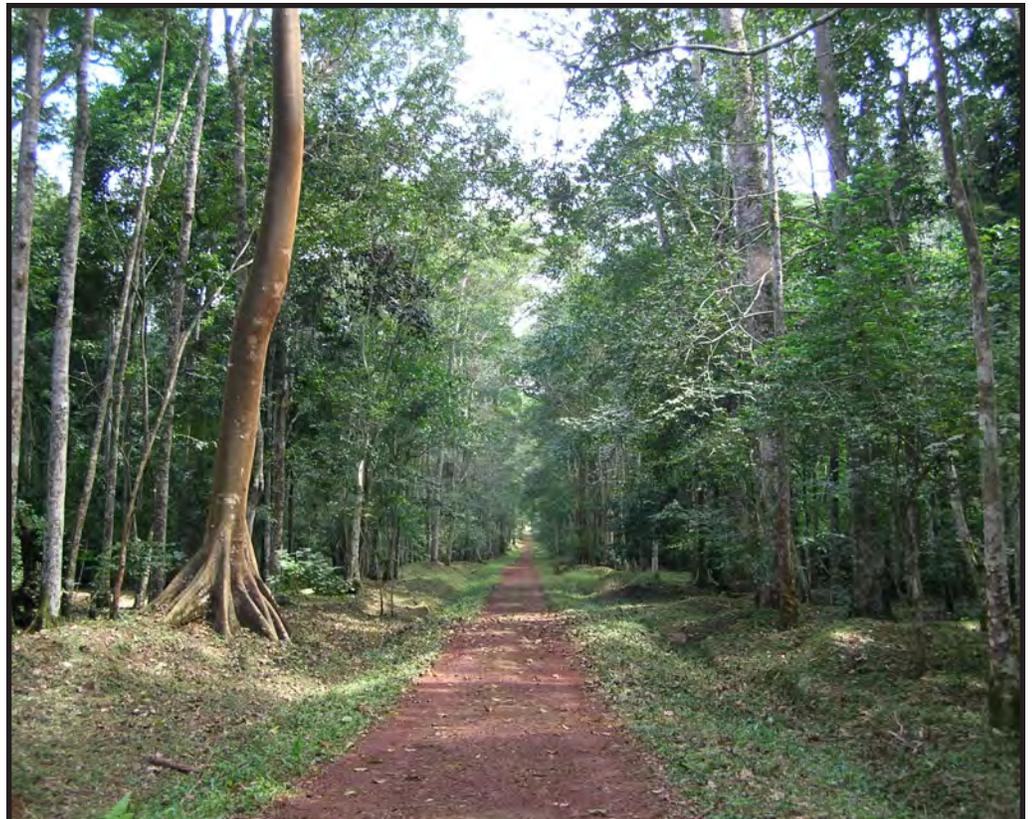
Objectives:

- To be able to recognise food, water and home sources that animals use and need in the forest.
- To demonstrate the importance of the forest for the animals that live there.

Props to be set up along the trail prior to going on forest walk:

- Plastic fruit
- Plastic insects
- Bird nest
- Fuzzy rat
- Rotting log
- Create a chimpanzee nest on the ground

****Be sure to remove all props from the forest after each programme**



Procedure:

1. Tell the pupils that they are going to go on a walk in the forest! As they walk through the forest they should look for food, water and shelter sources that animals use.
2. Explain to the pupils that as you walk through the forest you will also play a game called **I see**. So the pupils understand how to play this game, give them an example using the mural.
 - Ask the pupils to look at the mural on the wall.
 - When I see something that we are looking for on our forest walk for I will say something like: “**I see** an animal that is black and white, has feathers and sits high in the trees! Who do **I see**?”
 - Tell the pupils that when they spot the object that you described that they will point at the object and say: “**I see** a hornbill sitting in a tree!” Give a second example if you need to.
3. Play **I see** as you walk to encourage the pupils to observe their surroundings and recognize food, water and home sources for animals that live in the forest. Also, make sure to point out any food, water and home sources that you see between stops.



Figs

4. **Food stop:** As you approach this stop you could say “I see a chimpanzee’s favourite green fruit hanging from a tree! What do **I see**? That’s right! Figs! Let’s get closer to get a better look at them! After looking at the figs, talk about other food clues that are there. Ask questions about the food sources you find to give the pupils an opportunity to find it on their own and come up with an answer. See examples of questions and answers below:

- a. **Question:** Does anyone see any berries or seeds that an animal might like to eat?
Answer: Berries - Blue monkeys, baboons and apes such as chimpanzees, will eat berries.
Seeds – Many birds will eat seeds.
- b. **Question:** What kind of animal could eat these leaves?
Answer: Millipedes will eat the plants that have fallen to the ground. Colobus monkeys will eat leaves from plants.
- c. **Question:** Look at these insects! What kind of animal would eat insects like this?
Answer: Birds such as ground hornbills and cranes like to eat insects. Spiders also like to eat insects. Many spiders catch insects in their web.
- d. **Question:** I see a blue flower over there. What kind of animal likes to eat flowers?
Answer: Butterflies will eat the nectar of the flower.



Water drops

5. **Water stop:** As you approach this stop you could say “I see something wet on the ground where a frog could get a drink! What do I see? That’s right! A puddle of water! Let’s get closer to see if there is a frog near it!” After looking at the puddle, talk about the other water clues that are there. Ask questions about the water sources you find to give the pupils an opportunity to find it on their own and come up with an answer. See examples of questions and answers below:

- a. **Question:** Can any other animal(s) besides a frog use this puddle as a place to get water?
Answer: Any animal can use this puddle as a place to get water.

- b. **Questions:** Look at the leaves on this plant. Can an animal get water from it?
Answer: Leaves store water. When an animal eats the leaf they can get water from it.
If you find a bromeliad, animals such as: frogs, birds and mammals can get water from it.
- c. **Question:** Look at this! Do you see the drop of water that is hanging off the edge of this leaf? What kind of animal might use this water droplet?
Answer: Many different animals could use this water droplet. A large animal such as a duiker (a bush antelope) could lick the water droplets on leaves. If they lick a lot of leaves then they can get enough water to last them for a while. An animal as small as a mouse or insect could drink it too!
- d. **Question:** Are there any other sources of water in the forest that animals can use?
Answer: In addition to the water sources we have already seen, animals can also get water from lakes and streams that are in or near the forest.



Chimp nest

6. **Home stop:** As you approach this stop you could say “I see an insects home lying on the ground! What do I see? That’s right! A log! Let’s get closer to see the log better and maybe we will find insects too!” You can also tell the pupils “If it were a larger log that was hollow, bigger animals such as snakes, could live in it. After looking under and around the log, talk about other home clues that are there. Ask questions about the home sources you find to give the pupils an opportunity to find it on their own and come up with an answer. See examples of questions and answers below:

- a. **Question:** You see that web between the trees? What kind of animals can use a web as its home?
Answer: Spider’s live in their web and use it to catch insects.
- b. **Question:** Look at the bottom of that strangler fig tree. Do you think that there are animals that can make a home in the hole?
Answer: Many rodents and other small animals can make their homes at the base of these large trees.
- c. **Question:** What grows tall, has bark and leaves? That’s right! A tree! Can you name any animals that use trees for shelter?
Answer: Many animals use trees as a home. Chimpanzees will gather leaves to make a nest in between branches. Leopards like to rest in trees after hunting. They can even carry their food into the tree with them so they can eat! Birds also spend a lot of time roosting in trees.
- d. **Question:** Do you see that hole in the ground there? What kind of animal could use it for a home?
Answer: Animals like pangolins make burrows in the ground. Sometimes snakes will live in abandoned burrows also.

7. End this activity by talking with the pupils about the forest. There are many places that animals get their food, water and a home. Many of these animals share the same resources as you and I. Animals, humans and the forest depend on each other for survival. Ask the pupils, “Who’s job is it to protect the forest so animals will have food, water and a home? It is our job!” Have the pupils repeat the answer.

You can help protect wildlife



Age Level:
Primary 3

Subject Area:
Science

Duration:
25 minutes

Setting:
Education Centre

Skills:
Puzzle solving skills

Summary: The forest is an important home for many animals. It is our job to protect the forest and all animals that depend on it.

Objectives:

- To introduce children to the actions they can take to help protect the forest and the animals that depend on it.
- To inspire children to take action to protect the forest and the animals that live there.

Materials:

- 12 photo puzzle pieces
- 1 fabric puzzle poster



Procedure

1. Introduction

“Now that we have learned more about this forest and many of the animals that live here, do you think that it is important to protect the forest? Can anyone tell me something that you can do to help protect the forest?”

Wait for pupils’ response. If any of the pupils are able to provide an idea of what they can do to protect the forest, discuss their idea.

2. Build the puzzle

“Right now, we are going to do an activity to help us understand how our actions can help to protect the forest. I have 12 puzzle pieces. Each of these pieces fit together to create one large shape. I will give each of you a puzzle piece and you must work together to put your puzzle pieces together.”

Hand each pupil a puzzle piece. If they are having trouble building the puzzle, point out the shapes on the fabric puzzle poster. The shapes will assist the pupils in identifying where their piece should be placed.

3. Discuss the puzzle

“Great job putting the puzzle together. Let’s talk about what we see. What is the large shape that the puzzle created? Yes, it is a tree. This tree represents the forest.”

Ask the pupils, “What else do you see?”

Point to each of the animal pictures and have the pupils name the type of animal. You may need to assist the children with the names of animals that they are less familiar with.

“All of these animals live here in the forest. The forest is their home and it provides everything that they need to survive.”

Ask the pupils, “What do you see in the remaining pictures? These pictures show children doing things to help protect animals and the forest. What are they doing in this picture?”

Point to each of the action pictures and discuss.



- **Observing animals**

“This is a picture of a child observing animals. By observing animals near your home, you can learn more about them.”



- **Pick up litter**

“In this picture, the children are picking up rubbish. If an area has a lot of rubbish on the ground, animals may eat it and become ill. Keeping areas near the forest and near your home clean is important for animals and for people.”



- **Children reading books**

“What are the children doing in this picture? That’s right. The children are reading books to learn more about animals. The more we know about animals, the better we can protect them. We can also share what we learn with our family, so that they will want to protect animals too.”



- **Plant a tree**

“Here you can see children planting a tree. How does planting trees help animals? Planting trees near your home helps to protect the trees in the forest. Cutting fewer trees in the forests leaves many more places for animals to find homes and food.”



- **Watering a tree**

“What are the children doing in this picture? They are caring for trees near their home. Many animals use trees and other plants for homes and food. This is why it is important that we do not damage plants near our homes or in the forest.”



- **Reuse plastic bags**

“In this picture, what are the children holding? What are the balls made of? That’s right, reusing the plastic bags is a great way to reduce the amount of litter that could harm wildlife.”

4. Summary

“Today we discovered that the forest is a very important home to many wonderful animals. These amazing animals depend on the forest to find all the necessary things that they need to survive. It is our job to protect this forest and the animals that live here. All of these pictures show great things that you can do to help. It is very important that each one of us do our part. If we all work together, we can make a big difference. Ask the pupils, “Who’s job is it to protect the forest and the animals that live there? It is our job!”

End the program by asking each pupil what actions they will do to help protect animals and the forest.

Pupil Name: _____

Date: _____

School Name: _____

Primary 3 PRE-Evaluation

Circle the one picture that best answers each question.

1. What do all animals need to survive?



shoe



car



water



book

2. What can you do to help wild animals and their forest home?



play soccer



sleep



sing



plant a tree

3. Whose job is it to protect wild animals and their forest home?



goat



colobus monkey



building



mine

Pupil Name: _____

Date: _____

School Name: _____

Primary 3 POST-Evaluation

Circle the one picture that best answers each question.

1. What do all animals need to survive?



shoe



car



water



book

2. What can you do to help wild animals and their forest home?



play soccer



sleep



sing



plant a tree

3. Whose job is it to protect wild animals and their forest home?



goat



colobus monkey



building



mine