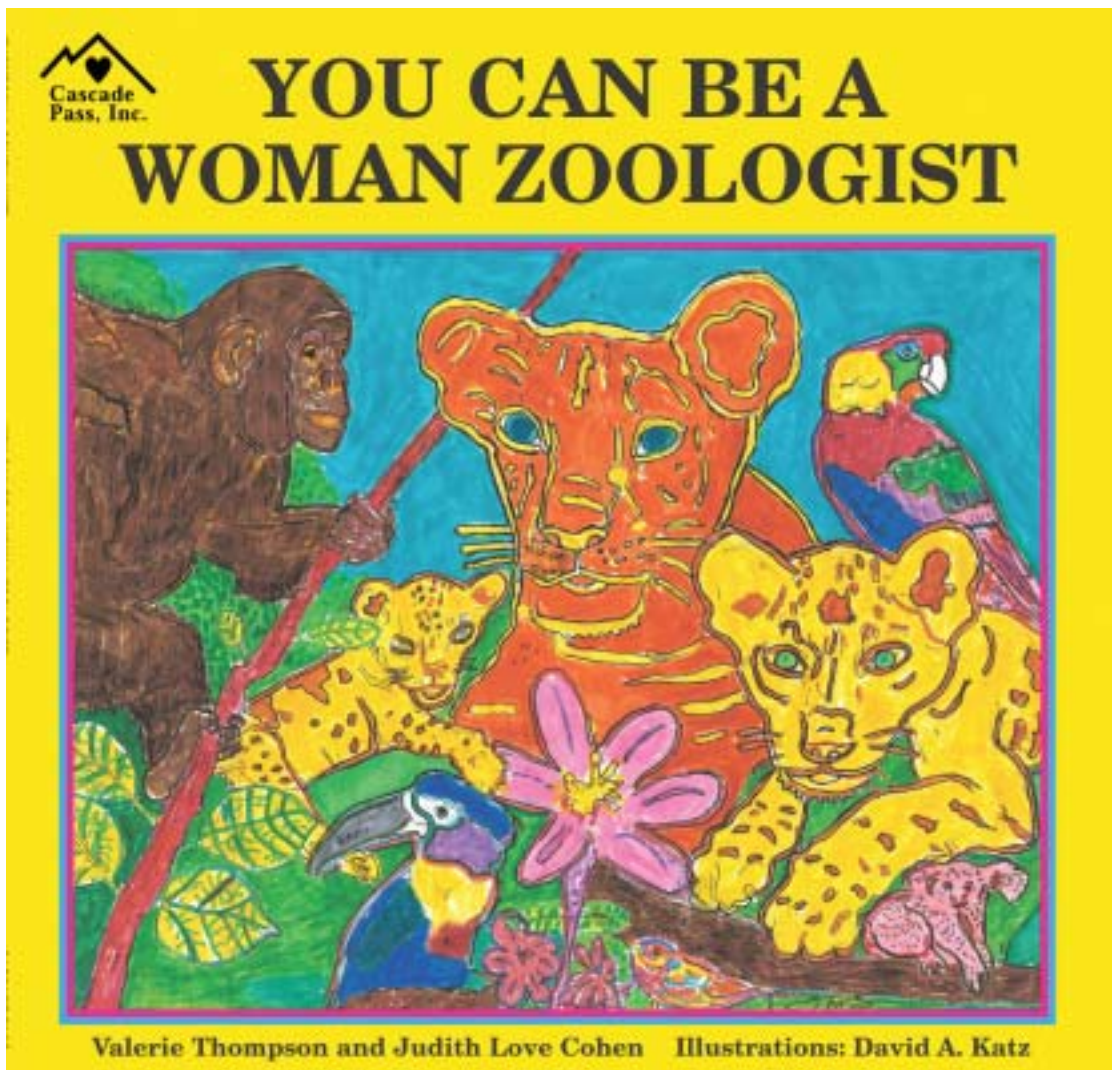




YOU CAN BE A WOMAN™ ZOOLOGIST



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SCIENCE LESSON PLAN 1

PURPOSE: To gain an understanding of the behavior of animals and to learn how to go about observing this behavior.

MATERIALS: Pens, pad of paper or notebook.

PROCEDURES: Have each child select one animal to observe after school. It can be their own pet, or a neighbor's, or simply any animal that they see often. Have the children write down what they expect to observe and when they will do it. They should observe the animals every day for a week and record the times of different behaviors seen, such as running, sleeping, swimming, barking.
Next, have the children draw a chart to illustrate some aspect of the animal's behavior. For example, a particular cat may spend between five and fifteen minutes grooming.

CONCLUSIONS: What different kinds of animals were observed?
How is the animal's behavior different from what you expected?
What were the differences in observed behavior between different types of animals?
Were there differences between two of the same kind of animal?
What did you do to observe the animal without disturbing it?

SCIENCE LESSON PLAN 2

PURPOSE: To understand what special adaptations animals have.

MATERIALS: Scissors, glue, shoe boxes, art supplies (paper, crayons, paints, colored pencils, glitter, etc.)

PROCEDURES: Have children take the shoe box and create a jungle or forest inside. They should create plants, flowers, trees and animals.
Animals should be shown in their proper environments: giraffes in plains, monkeys in trees, tigers in grass.

CONCLUSIONS: What are the relationships between plants, flowers and trees and the animals that depend on them?
How do colors and shapes relate?

RESOURCES: Library books such as Wildlife Encyclopedia.



SCIENCE LESSON PLAN 3

PURPOSE: To develop a dynamic understanding of animal food webs.

MATERIALS: Spacious environment.

PROCEDURES: Have the children describe a food chain and select a different sound for each plant and animal. As a group, practice the sounds and the names of the plants or animals. Then assign the children their own specific plant or animal (more than one child can have the same plant or animal). Have the children spread out, close their eyes and make their sounds while listening for the sounds of others. Very slowly, the children should start to take little steps and search for their own kind and the type of food they eat. When they find either one, they should hold hands and keep looking. After a period of time, call out "Stop searching," and have the children open their eyes to see the results.

CONCLUSIONS: Was it hard to find your own kind? What functions did the sounds have? Were you captured by your predator? How could you avoid being captured?

RESOURCES: Recordings of sounds in the forest or jungle.

