

# ACTIVITY SHEET

Before your trip

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## Zoo Rules

**Objective:** For students to determine proper zoo behavior and share their knowledge.

**Procedure:** Begin this activity with a discussion on why rules are important. Next, ask your students to brainstorm a list of rules they think would be important to follow during their visit to the zoo. List the rules on the blackboard as the class develops and discusses them. If the students are not able to establish rules, share the enclosed list with them to determine why the rules have been established. (Comparing the zoo visit to a visit to a friend's home is a helpful way to get younger students thinking.)

To reinforce what the students have learned have them write letters to their chaperones explaining the rules they have established for their trip. The letters could also thank the chaperones for coming on the trip. Younger students can decorate the letters with drawings of the animals they expect to see.

### **What happens if the students follow the rules?**

They will have a great trip, and be able to observe the natural behaviors of the animals. They will also show others their consideration for animals, the environment and other visitors.

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## Do You See What I See?

**Objective:** To sharpen observation skills that will help the students during their trip to the zoo.

**Procedure:** Begin this activity with a discussion about what it means to observe something. Explain that the students will be observing lots of things when they visit the zoo. To prepare your students and sharpen their observation skills, do one or more of the following activities.

**'You've changed!'** Ask students to pair up. Have each pair face one another and look at everything about their partner for 30 seconds. Ask them to turn their backs to each other and change something about their appearance (untie a shoelace, take out an earring, etc.). When finished, they should turn around and try to guess what is different about their partner.

**'Now you see it'** Lay 10 ordinary classroom objects (paper clips, chalk, eraser, etc.) on a bandana. Give the class a short time to look at the objects, and then cover with another bandana. Ask the students to turn their backs to you and when they have done so, quickly pull an object from underneath the bandana. Have the class turn around. Remove the top bandana and ask if the students can guess what you removed.

**'The closer you look.'** Ask each student to draw a picture of an animal that they will see during the zoo visit (use the species list to give them ideas). Ask the children to pay special attention to details. After your visit, have students draw a new picture and compare it with the first one.

# ACTIVITY SHEET

Before your trip:

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## Zones

**Objective:** Students will learn that most of the animals at the zoo fall into one of three geographic zones.

**Procedure:** Explain to the class that when they visit the zoo they may notice that the animals in the collection are naturally found in one of three geographic regions: Asia, Africa and the Americas.

With younger students you may choose to tell them the zones the zoo focuses on, and look at those areas on a map. You may even want to do some preliminary research on some animals that are found in these areas and have the children come up with a list of animals they could look for during their visit.

With an older class you may want to wait until the day of your trip, and during a quick walk through, have the class figure out the geographic zones on their own.

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## Biome Building

**Objective:** Students will become familiar with the six major biome regions and their inhabitants.

**Materials:**

- Big pieces of poster board or paper.

**Procedure:** Discuss with your class what a **biome** is (a major land ecosystem that has a distinct kind of plant life, such as grassland or tropical rainforest). List the 6 major biomes  
*Tundra, Taiga, Temperate Deciduous Forest, Tropical rainforest, Grassland/Savannah and Desert.*

Make a list on the blackboard of what makes one biome different from another (plants, animals, climate, location etc.) Talk about what plants, animals and humans need in order to survive (food, water, shelter). How does each biome fulfill these requirements?

Ask the students to design a biome. They can build it anywhere on Earth, but they must meet these minimum requirements:

- 1) It must be at least 2 acres but not larger than 12.
- 2) For every 2 acres there should be at least 20, but no more than 40 types of plants.
- 3) For every acre there should be at least 10, but no more than 20 animal species (including insects!).
- 4) If there is a human population, each group will need to decide the number of people per acre.

Have the students do some research on the biome found in the area of the world they chose. Would the biome they created survive there? What kind of special adaptations do the animals/plants have? How are humans affecting the biome?

# ACTIVITY SHEET

At the Zoo

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## Animal Safari

*During your trip through the zoo, see if you can find out to whom each phrase refers.*

We live in the Red Center of Australia and like to sleep in the shade during the day.

When we get to hot, we lick our arms to help us cool down. We are

\_\_\_\_\_.

Did you know that most primates live where it is warm all the time? Not us! We live

farther north than any other primate, except man. We are

\_\_\_\_\_.

Most people think I am an owl, but actually I am not related to owls at all. My feathers help me to blend in during the daytime hours, when I will point my beak to the sky and sit motionless. I catch my food with my mouth because my feet are not strong enough to hold animals. You can find me in backyards in Australia or in the Nocturnal building at Capron Park Zoo. I am a \_\_\_\_\_.

We cranes enjoy wading in marshes and poking into the soil in search of tasty insect treats. Our 'red-crown' is actually exposed skin that we can make redder when we are angry. There are only \_\_\_\_\_ of us left in the world.

In the wild, snow leopards like to eat domestic livestock, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

We binturongs spend most of time in the treetops, moving slowly and carefully from

branch to branch. Sometimes we need another hand, so we use our

\_\_\_\_\_ tails to help us climb.

We are the only type of nocturnal monkeys in the whole world! Our faces look a little like an owl face...in fact, that's how we got our nickname, 'owl monkeys'. Our fancy

name is \_\_\_\_\_.

# ACTIVITY SHEET

At the Zoo

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## **Animal Find-It**

*Find the animals that fit the following descriptions. Use different animals for each answer*

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Find 3 animals that are camouflaged.

Find an animal that walks on 2 legs and can live in almost any habitat, except rainforest.

Find an animal that has a prehensile tail and scales.

Find an animal you would find in the mountains.

Find a 'pro-simian'.

Find the animal that buries nuts like a squirrel.

Find the animal in the zoo that has a 'vacuum-shaped' snout. Why is it shaped that way?

Find 2 ways otters are built for swimming.

Find an animal that lives in colonies and work together to survive.

Find 2 birds that wear a 'crown'

# ACTIVITY SHEET

After your trip

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## Geography at the Zoo

**Objective:** Students will discover where the animals in the zoo's collection naturally occur.

**Procedure:** Give the students (or teams of students) a *Geography at the Zoo* worksheet (following) and ask them to mark the names and home ranges of animals at the zoo on the appropriate map.

When you get back to your classroom, have the children research more about the geographic zones represented at the zoo – what the weather is like, the different biomes/habitats, different animals, what the people who live there do, how the countries or states within the geographic zone differ, etc.

Have the children make small flags with animals at the zoo and post them in the appropriate region on a large world map.

Have the class write a story about the animals they saw. Ask them to include the animal's natural range, what it eats and any other interesting facts about it, including if it is endangered and why. Older students can work in small groups on reports pertaining to the same thing.

Focus on animals in geographic zones that are in trouble, and what factors affect their population. This type of project could very easily lead to a discussion on the importance of zoos, and the work many, including Capron Park Zoo, are doing to help endangered species and habitats.

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## Exhibit Design

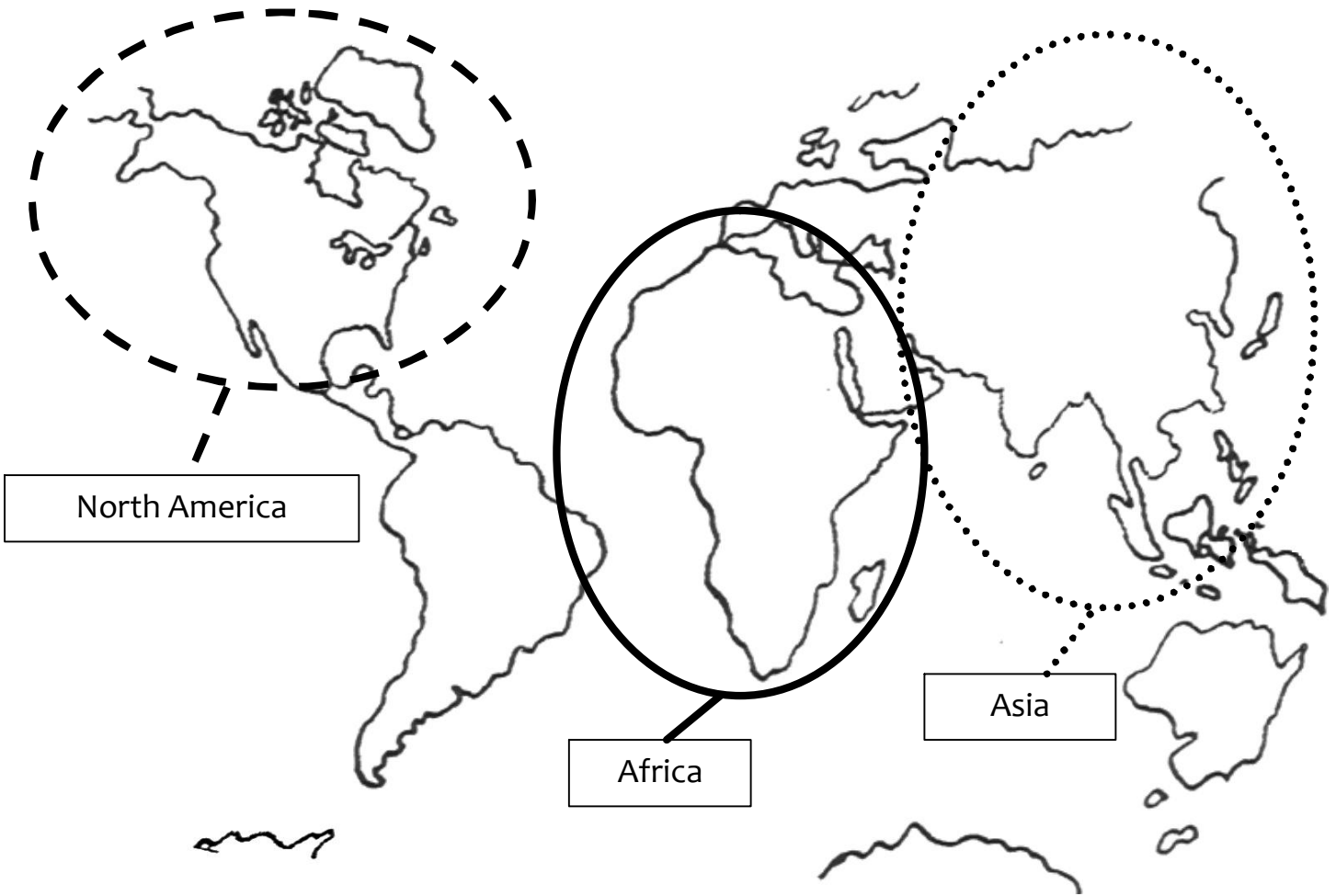
**Objective:** In this activity, students can utilize what they learned about the animals at Capron Park Zoo.

**Procedure:** Break the class into small groups (groups of 4 or less are the best). Have each team choose one of the animals they saw at the zoo. Have them imagine they have been asked to redesign the animal's exhibit, and to list the things they feel are the animal's requirements (space, dens, etc.), exhibit requirements (electricity, water, keeper access) and public requirements (ability to see the animals, etc.). Remind them that they want to create exhibits that people will want to come see. Ask them to draw it out on a sheet of paper. Have them 'map out' their exhibit, including water, electric and keeper access. For older students, you can even ask them to make 3-D models of their exhibits.

Ask the class to list the types of things zoos consider when building an exhibit (i.e. cost). You can even give the students a budget and make up a catalog of supplies with associated costs (zoo education departments will usually be able to provide these figures for you).

Zoos have come a long way since the days of concrete cages and steel bars. What do zoos do now when exhibiting animals? Is this good for the animals? How about people?

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# Geography at the Zoo



# Answer Sheet

## Animal Safari:

1. Red Kangaroos
2. Japanese Macaques
3. Tawny Frogmouth
4. 1,500 – 2,000
5. Marmots, blue sheep, ibex, pikas and domestic livestock
6. Prehensile
7. Douroucouli

## Animal Find It:

1. Serval, Screech Owl, Tawny Frogmouth, Green Tree Python
2. Kangaroos
3. Green Tree Python
4. Snow Leopard, Emu
5. Red-Ruffed Lemurs, Ringtail Lemurs, Black and White Ruffed Lemur and/or Pygmy Slow Loris
6. Agouti
7. Sloth Bear – to 'suck up' termites like a vacuum
8. Waterproof fur, webbed feet

## Geography at the Zoo:

### North America

1. Screech Owl/Temperate forests/insects, small mammals & reptiles
2. Otters/Clean rivers, lakes and bays in Canada and the Eastern US/Frogs, fish, invertebrates

### Africa

1. Hornbills/Rainforest/fruits & vegetables
2. Meerkats/Desert/insects, other invertebrates
3. Lemurs/Rainforests/fruit, leaves, flowers and insects
4. Serval/Savannahs/birds, rodents, other small animals
5. Lion/Savannahs/wildebeest, zebras, other large animals
6. Diadem Snake/Deserts and steppes/small mammals, birds, insects and other snakes

### Asia

1. Muntjac/Rainforest/leaves, grasses
2. Binturong/Rainforest/fruit, small mammals, carrion
3. Red-crowned Cranes/Marshes, wetlands, rice paddies/Frogs, fish, other invertebrates
4. Sloth Bears/Rainforests/insects, carrion and fruit
5. Snow Leopards/Mountain forests/large hoof stock and other mammals
6. Japanese Macaque/Mountain forests and subtropical lowlands/fruit, seeds, bark, insects
7. Green Tree Python/Rainforests/birds, rodents, occasionally bats