

Lesson plan – Shaggy Beasts – Habitats, Adaptations & Introduction to Climate

Teacher		Date		Room	Classroom /Upper Hoof
Course/topic Science: Animals; Their habitats & adaptations based on climate	Age group KS1 and KS2	Time	Booked Add-On School Groups	Duration	60 mins
Aim	To introduce learners to habitats, adaptations, and climate				

Timing	Objectives/Learning outcomes/ To be able to:	Resources	Teacher activities	Learner Activities	Assessment
10 minutes	Define habitat, adaptation, & climate.	Education Habitat board Adaptation cards Climate cards Worksheet	Deliver instructions catering for all learning styles. Define habitat, adaptation, climate Encourage students to engage in a Q&A.	Engage in a Q&A. Match correct adaptation & climate cards to animal habitats. Choose the correct descriptions for habitat, adaption & climate on worksheet.	Q&A Initial observation assessment. Supervision and questioning throughout.
15 minutes	Meet an alpaca. Learn about their natural habitat & adaptations. Stroke their coat & describe what it feels like. Discuss whether they are better suited for warm or cold climate & why.	Zoo Team member (delivery & animal handling) PPE Antibacterial gel	Supervise and evaluate learners. Ensure health and safety is followed at all times and that learners are aware of codes of conduct/rules.	Observations. Tactile experience Meet, greet & touch an animal	Observation of reaction to touching animal's coat & answers to whether the animal's coat adaptation is more suited to a warm or cold climate & why.

	Discover the importance of adaptations to climate.				
15 minutes	<p>Meet the Shaggy Beasts (<i>Yak & Highland Cattle</i>)</p> <p>Learn about their natural habitat. Be able to identify what adaptations for the climate they are from. Are they better suited for warm or cold climate & why.</p> <p>Discuss what would happen if there were significant changes to their climate.</p>	<p>Zoo Team member (delivery, & animal handling)</p> <p>Browse feeding</p> <p>PPE Antibacterial gel</p>	<p>Supervise and evaluate learners.</p> <p>Ensure health and safety is followed at all times and that learners are aware of codes of conduct/rules.</p> <p>Encourage students to engage in a Q&A. Demonstrate knowledge on the subject area.</p>	<p>Observations Tactile experience Meet, greet, feed</p>	<p>Observation of reactions to zoo team talk, meeting the animals, feeding the animals.</p> <p>Q&A on what learners observe about the animals. What is in common? What is not?</p>
15 minutes	<p>Learn to identify what climate and habitat an animal might be based on their adaptations.</p> <p>Split into teams to complete a worksheet</p>	<p>Worksheet – Identify other animals from four different habitats, list what their adaptations might be, and what climate they might be suited for</p>	<p>Q&A –Identify other animals, determine their ideal habitat, climate based on their adaptations.</p> <p>Demonstrate knowledge on the subject area.</p>	<p>Discuss how we adapt to our environment.</p> <p>Problem solving: Put on / take off coat <i>Layered clothing</i></p> <p>Engage in a Q&A.</p> <p>Worksheet</p>	<p>Q&A Physical activity</p>
5 minutes	<p>Demonstrate an understanding of animal adaptations to their habitats & climate. Touch on climate change & significance. What learners can do to help slow climate change.</p>	<p>Hand out on recycling at home</p>	<p>Feedback from students to check learning covering all learning styles.</p>	<p>Ask questions to the teacher. Show understanding of the topic. Summarise the lesson.</p>	<p>Self-assessment.</p>

