

A Teacher's Guide To Interactive Activities  
At Penscynor Wildlife Park.

# Introduction.

This guide is aimed at infant and lower junior level teachers. It may also benefit other groups especially those in special education, as the activities involve little or no reading and writing.

The information and ideas in this guide help to support the National Curriculum in the core subjects of English and Science at Attainment Target 1 level.

PAGE	CONTENTS.
1.	Let's Get Moving.
2.	Copy Cats.
3.	Dance and Drama.
4.	Listen Very Carefully.
5.	Watch Out!
6.	Smells. Touch.
7.	Things To Do At School.
8.	Animals At Penscynor.



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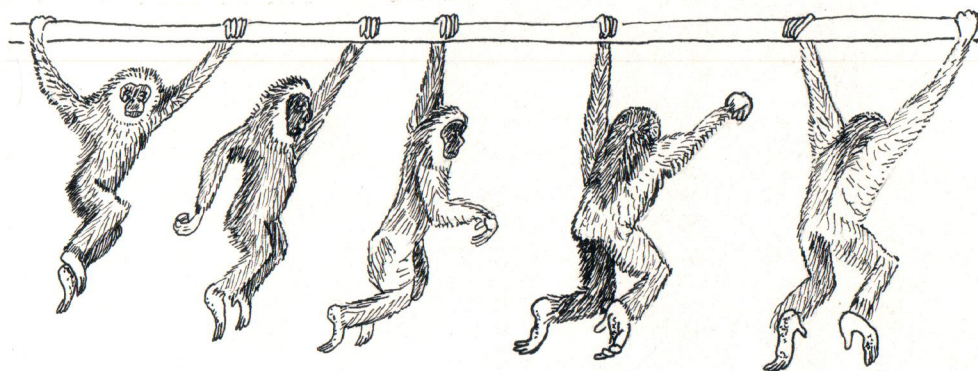
# Let's Get Moving!

What movements can we do?

Run, jump, stretch, walk, stand still, climb, swim, crawl, flap arms.

Animals do all of these, but many are specialised for one or a few types of movement.

This shows us that animals are adapted to living in a particular habitat in the wild. By mimicking the movements of different animals you can encourage children to appreciate the diversity of the animal world.



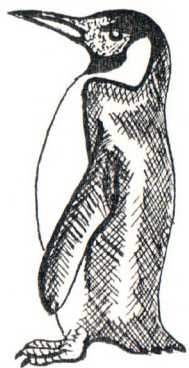
Usually a visit to the Park involves:

STOP ---- LOOK ---- TALK ---- RECORD.

How about another link in the chain ---- DO!

# Copy Cats.

Here are some movements you may wish to copy:



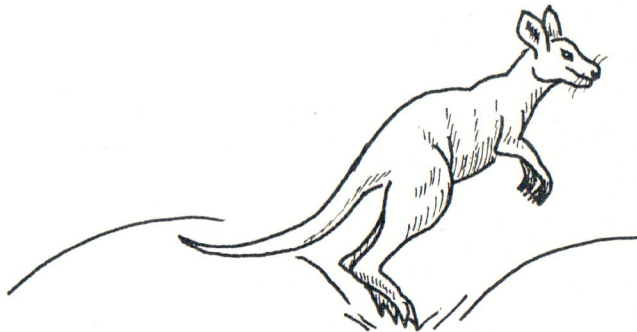
Watch the Penguins, now try walking like them. Why do you suppose they waddle?

Look at the way they are adapted for swimming - the legs are very short and right at the back of the body to help it swim.

Compare its feet and legs with other birds'.

Try jumping like a Wallaby - hold your front paws properly!

Would you like a long tail to help you to balance?



Try knuckle-walking like Chimpanzees do. Talk about why Chimps have such well-padded fingers.

Swing like a Gibbon.

Walk along a line of benches like a monkey along a branch.

Pretend to be a Jungle Cat stalkings its prey.

Try hopping like a frog.

Using a stopwatch see how fast you can run; try running on all fours as well.

A cheetah can reach 65mph.

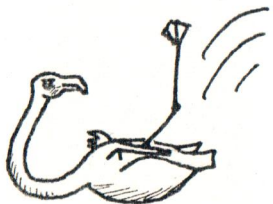
A horse - 40mph.

An emu - 35 mph

A wolf can keep up a steady trot for up to 60km in a day.

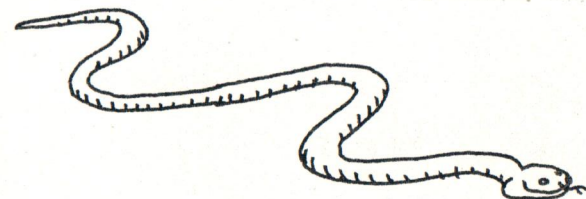
Be a Flamingo -

how long can you stand on one leg?



How good are you at walking upright? Humans are pretty good at this. Find other animals who can do this - Gibbons, Chimps, Cranes, Emu, Penguin.

Can you move like a snake?



# Dance And Drama.

Watch the animals moving about and talk about how an animal behaves. Assign an animal to a small group of children.

Bring all the children together and let them act out their animal.

The other groups can then guess which animal it is.

Many animals live in social groups -

eg. Lions live in prides of 6-7 adult females, their young, and 1-2 adult males.

eg. Gibbons live in family groups of an adult pair and their young.

eg. Fish live in shoals.

Think of different animal groups and divide your class into troops, families, herds, prides, packs, pods, hives etc. Let the children act out which group of animals they are.

At school make a play about animals.

Egs. A day in the life of an antelope.

Nocturnal animals.

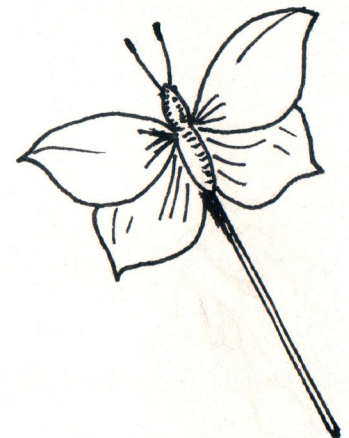
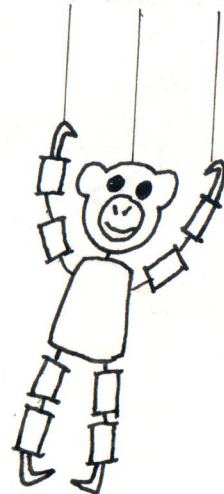
Living in trees.

Living in the desert.



Make up dances based on animal movements - fluttering (butterfly), fast (swooping hawk), slow (tortoise), graceful (fish, swan), dainty steps (deer), waddling (penguin) etc.

Make puppets (hand, marionette or shadow) and make a show about - your visit to Penseynor, flying animals, insects etc.



# Listen Very Carefully...

Animals use sounds as one way of communicating.

Bring a tape recorder and tape the animals' noises to use later back at school.

Why not tape the childrens' imitations of the animal noises.

Tape the childrens' comments on the animals. Have your own team of zoo reporters.

Listen to:

Chimpanzees - scream, grunt, hoot, foot stamp etc.

Ring-tailed Lemurs - maiow, grunt, tongue click.

Tamarins and Marmosets - high pitched whistles.

Prairie Dogs - alarm squeek.

Sea Lions - bark.

Donkey - braying.

Gibbons - singing (each species has its own song).

Macaw - squawking.

Goat - bleating



Deer stamp their front feet to warn the others of danger.

Listen to different bird calls, how many different types can you hear.

Try mimicking the bird calls.

Listen out for some birds mimicking you!

Listen for loud noises.

Listen for quiet noises.

How far away can you hear the noises?

Can the same animal make loud and quiet noises?



Prairie Dog giving an "All-clear" bark.

Warning signal.



# Watch Out!

Many animals use visual means of communication (this has the advantage of being silent – useful if a predator is about).



**COLOURS** - To attract a mate.

Eg. Peacocks' tail feathers are fanned out and held towards a Peahen to get her attention.

Eg. Mandrills face - the blues and reds become more intense (brighter) when the male tries to attract a mate.

- For warning.

Bright colours, usually red, yellow and black, in bold patterns mean "Stay away". These are found on animals which are poisonous, can sting, smell nasty or even taste nasty.

**Intimidation** - many animals make themselves look bigger to frighten off others  
egs. puffer fish, butterflies with eye spots, owls, dogs and cats, ostrich, chimpanzee.

**Look at tails** - some animals use them for signalling.

Eg. Ring-tailed Lemurs hold their tails in the air so that the rest of the troop can see each other when on the ground.

**Antlers** - the bigger the antlers the better as they show the dominance of the individual and prevents unnecessary fighting.

1 year.

4 years.

6 years.



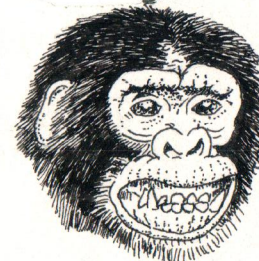
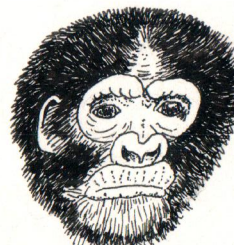
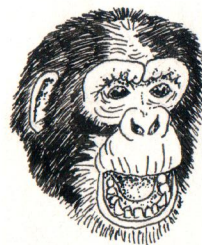
**Facial expressions of Chimps** (often accompanied by various noises) show the animals emotions.

Play face-

Anger.

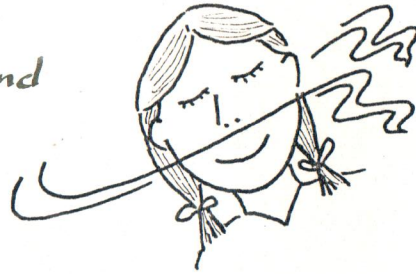
Aggression or fright.

Submission.



# Smells.

Smell is another form of animal communication. It differs from sight and sound because it stays for a longer time - a bit like leaving a note.



Smells say:

"I am an Otter"

"This is my territory"

"I was here an hour ago"

"I am male"

"I am looking for a mate" and so on.

Can you smell the differences between the:

Marmosets

Chimpanzees

Otters

Jungle Cats

Yourselves.

Try describing the smells - are they sweet, sour, acrid, nice, horrid, strong, weak etc.

Look at different noses and nostrils.

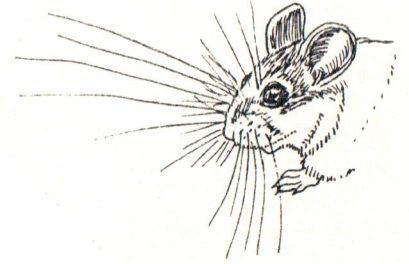
Where are the nostrils; are they big or small, what shape are they.

What shape is the animals nose? Does it have a snout to have more smell sensors?

Can you open and close your nostrils like sealions? Why do you think they can do this?

# Touch.

What do animals use for feeling things. Look at whiskers, fingers, beaks, eye lashes, feelers, tentacles etc.



Some animals use touch as a means of communication.

Chicks of many types of birds (eg. seagulls) have to touch their parents' beak in order to get food from them.

Jungle cats rub against each other in greeting.



Watch the chimps, who live in social groups so touch plays an important role in relationships. Watch out for social grooming (they are not picking fleas), embracing, hand touching.

Watch out for young animals seeking their parents for a reassuring touch.

How do we communicate using touch?

Hand shake, hug, kiss, tickle, slap, push, pinch etc.

# Things To Do At School.

Use P.E. lessons to compare our movements with those of the animals you saw.

Communicate with each without speaking - use hand signals, mime, facial expressions, noises such as grunts, squeaks, whistles etc. Try using a code eg. One grunt = yes One whistle = no

Who uses hand signals? Policemen  
Lollipop Lady  
Football Referee  
Deaf People.

Make music using different animal noises.

Talk about how we use animals day by day eg. car names, stories, cartoons, adverts

Compare how animals communicate over distances with humans:

Gibbon song, Howler monkey call - like yodelling it covers distances of a few miles.

Scent-marking - like a calling card or answering machine.

Scent can travel on the wind for miles - like letters (air mail).

Make patterns of colours, dots, stripes, circles, false eye spots etc.

Make animal masks and tails.

Make an animal alphabet mural:

Amazon	Jungle Cat	Sealion
Butterfly	Koala	Tiger
Chimp	Lemur	Uakari monkey
Duck	Macaque	Viper
Elephant	Newt	Wallaby
Flamingo	Owl	X-ray fish
Guanaco	Penguin	Yak
Hornbill	Quail	Zebra
Iguana	Rat	

Make "feely" boxes - see how many can tell what's in the boxes by touch only.

Make collages out of different textures: feathers, leaves, twigs, wool, string, rice, bark, shells, etc.

Make "smell pots" - see how many can tell what's in the pot by smell alone. Egs. liquorice, vinegar, cheese, apple, soap, peanuts, sock, coffee etc.

# Animals At Penscynor.

1. Pheasants, Lovebirds, Cockatiels.
2. Pets Corner.
3. Vietnamese Pot-Bellied Pigs.
- 4+5. Hornbills.
6. Parrots.
7. Mynah Bird.
8. Lar Gibbons, Guerza Colobus.
9. Tree Shrews, Owl Monkey.

10. Tropical Bird House.

11. Zoo Centre.

12. Penguins, Pelican.

13. Ducks, Geese.

14. Spoonbill, Ibis, 22. Marmosets, Night Heron.

15. Gibbon,

Black Swan.

16. Sea-lion.

17. Guanaco.

18. Sika Deer.

19. Squirrel Monkey.

20. Muntjac Deer,

Wallabies.

21. Chimpanzees.

Tamarins.

23. Prairie Dogs.

24. Capuchins.

25. Western

Colobus.

26. Mandrills.

27. Macaws.

28. Sooty Mangabey.

29. Lorikeets.

30. Macaws.

31. Otters.

32. Parrots.

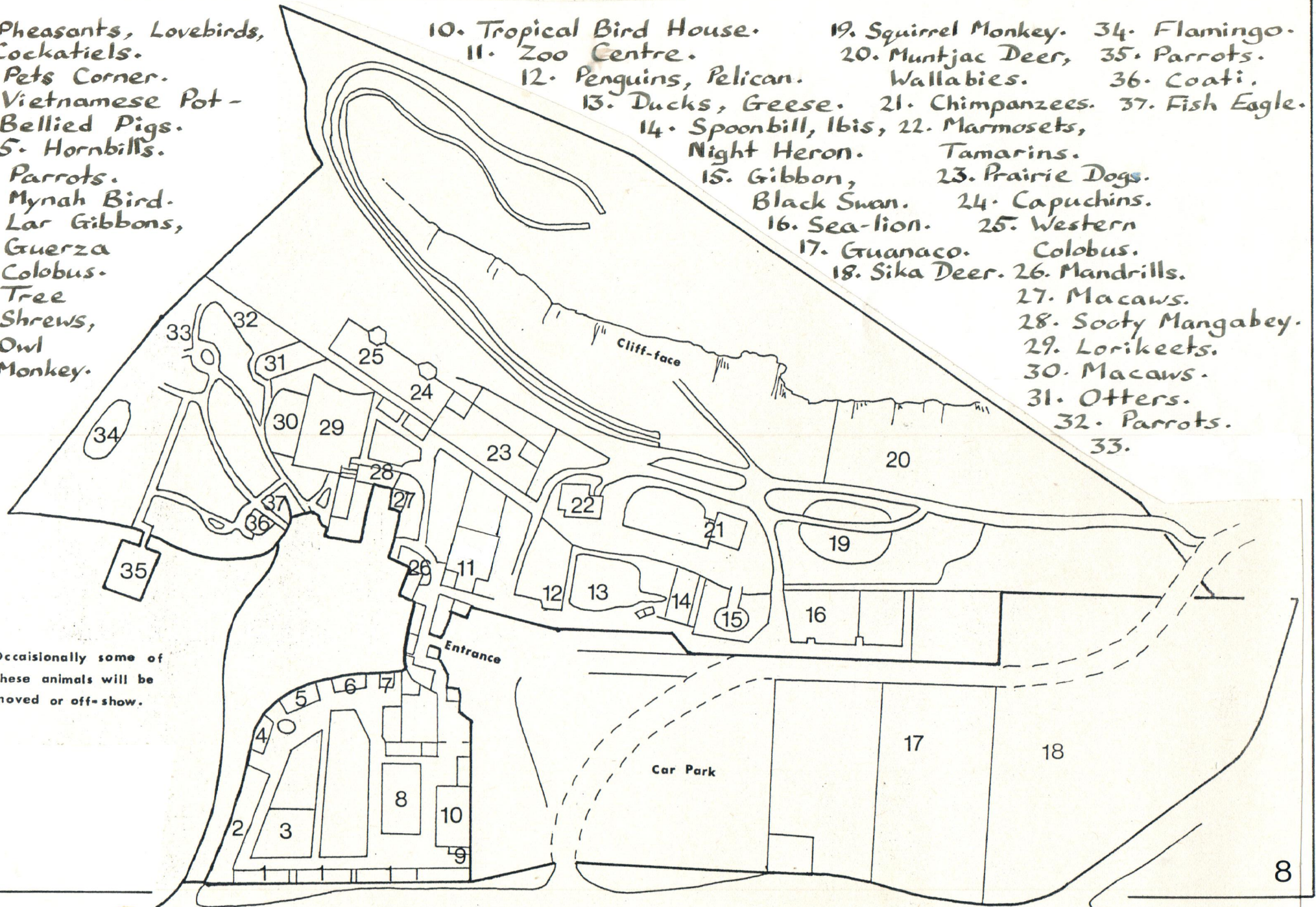
33.

34. Flamingo.

35. Parrots.

36. Coati.

37. Fish Eagle.



Occasionally some of these animals will be moved or off-show.