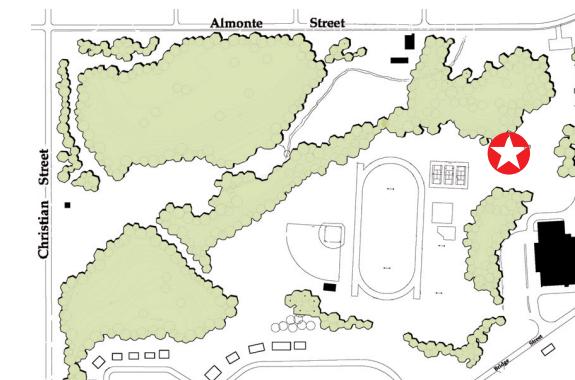




Station 1: The Power of Observation Station 2: Nature Walk Station 3: The Thicket Game

Produced with support from  Valley Heartland through the Eastern Ontario Development Program

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LIFE SYSTEMS GROWTH AND CHANGES IN ANIMALS

Going Gemmill

GRADE 2

CURRICULUM USE SPRING OR FALL, 75-90 MINUTES PLUS TRAVEL TIME

Curriculum Expectations

- Describe an adaptation as a characteristic body part, shape, or behaviour that helps a plant or animal survive in its environment.
- Investigate the ways in which a variety of animals adapt to their environment and/or to changes in their environment.
- Identify positive and negative impacts that different kinds of human activity have on animals and where they live.

Objective

- Instill an appreciation of nature and of Gemmill Park
- Improve observation skills
- Encourage curiosity and questioning in a natural environment

Summary

Students will practice keen observation skills as they look for evidence of different types of wildlife. While playing a game, students will learn about adaptations animals make to help them avoid predators.

Materials to Bring

- Trowels, nets, animal track charts, pond life charts (if appropriate)
- Small Ziploc bags to collect 3 items found on nature walk
- Camera, whistle, magnifying glasses
- Orange markers, blindfolds

Special Notes

Prepare students for the trip by emphasizing the need to walk lightly and to respect the park. Materials gathered will be returned back to the park after students have an opportunity to study and share them with the group.

Assessment Opportunities

- Journal entry - wildlife observations, personal narrative on their trip
- Field notes worksheet - to be done in class with items brought back
- Sharing Time - pairs choose 1 item to present and discuss with the class

Reference Materials

- Bosak, Susan V. *Science Is... A source book of fascinating facts, projects and activities.* Markham, Ontario: Scholastic Canada Ltd., The Communication Project, 2000.
- Canadian Wildlife Federation (CWF). *Project WILD Activity Guide.* Kanata, Ontario: Council for Environmental Education, 2002.
- Silver, Donald M., *One Small Square, Woods.* New York: Learning Triangle Press, McGraw-Hill, 1995. (Read Aloud)

Going Gemmill Field Notes

Name: _____

My Nature Discoveries

What I Found	What it looks like (DRAWING)	What it tells me

Animal Adaptation

What is animal adaptation?

Give 2 examples of adaptations you saw or learned about on our trip.

Animal	Adaptation	How it helps

Station 1 The Power of Observation (individual) - 10min

Instruction - Discuss and demonstrate ways to improve sensory skills, connect these to animal adaptations.

- Cup hands around ears to demonstrate focused hearing (snow leopard, fox, cats etc)
- Close eyes to limit visual stimuli and enhance hearing
- Wet under the nose/upper lip to enhance sense of smell (dogs wet nose)

Activity - Students find 1 spot in a given area and sit down. Using their senses they make a mental note of all the things they see, hear, touch and smell (5min).

Come together to share and discuss the importance of walking quietly with nature and using all their senses to make observations during the nature walk. (5min)

Station 2 Nature Walk (pairs) - 30-45min

Instruction - Review what animals need for survival (water, space, food, shelter) and look for evidence of animal activity. i.e. holes in trees or in the ground, galls, animal larvae etc.

Notes: Edge of forest - lots of birds, meadows good for food, berry bushes etc.

Grassy area - mice and small rodents, less diversity - bent grass evidence something bigger has been through

Mud flats - animal track identification

Water - diverse pond life and identification: larvae, frogs etc.

Forest canopy - nests - squirrel nests on south side of trees, for wind protection

"Log Hotel" - various states of degradation, animal and plant life, moss (north side, damper environment)

Activity - Walking in pairs, students follow the route as suggested on the map (page 4) and look for evidence of wildlife. Stop periodically to point out areas of interest. Students can collect 3 items to study in detail in class. Return these items to the park after they are studied.

Things to look for include:

- | | |
|-----------------|--------------------|
| • Animal tracks | • Rotting logs |
| • Webs | • Feathers |
| • Droppings | • Nests |
| • Burls | • Types of shelter |
| • Galls | • Pond life |
| • Beaver stumps | • Insect life |

Station 3 The Thicket Game (full group) - 30min

(adapted from CWF)

Materials - orange markers to mark off playing area, blindfolds.

Instruction -

1. 1 student will be "predator". Blindfold student and have him/her in the middle of the "thicket". Count to 15, while other students hide. Hiding students must be able to see the "predator" all the time. Count to 15, while other students hide.

2. Predator removes blindfold and staying put (can turn, crouch etc. but not walk or change location) sees how many students he/she can find. Name them out loud, describe where they are, and they come (they're eaten) and become predators.

3. When the original predator can't see any more, all predators put on blindfolds and count to 10, Remaining

prey move in closer but still try to be "safe" and hidden. Predators remove masks and take turns naming the students they can see.

4. Repeat until only 1 or 2 students are left hidden. Have them stand and identify themselves. They are an example of successful adaptation because of how well they blend in with their environment.

5. Introduce the term ADAPTATION. (Repeat game as time allows)

Discussion Points

- What would have made it easier to be the last one or to get close to the predator? e.g. clothing colour, size, climbing a tree, low to the ground
- Brainstorm other examples of animal adaptation for survival