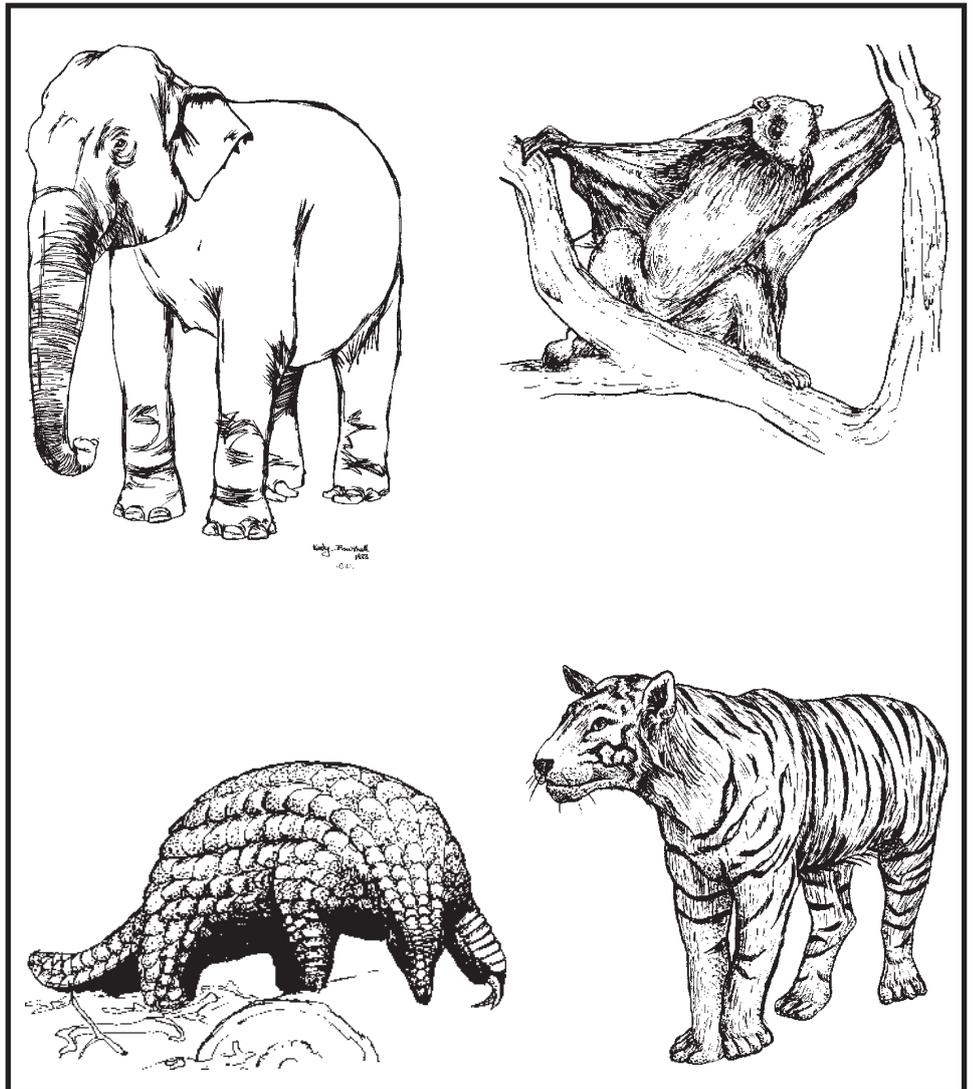




Safari: Mammals of the World – Year 1 Teacher information

This program for schools is made possible through the partnership between the Department for Education and Child Development and the South Australian Museum. It is part of Outreach Education, a team of DECD educators seconded to public organisations.

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Visiting the museum

Student expectations

We would like you, and all our visitors, to enjoy visiting the museum.

- Please stay with your group.
- Walk safely around the exhibitions to see all the best parts.
- Share the space with other visitors.
- Talking is an important part of learning. Please remember to use a quiet voice.
- The museum glass cases can get dirty or scratched. Please enjoy looking without touching.
- Please use the stairs and avoid the lifts. (They are slow and are needed by people who can't use the stairs.)
- Help keep the museum clean. Please eat and drink outside on the lawns.



Visiting the museum

Teacher expectations

Bookings are essential for all school visits to the museum.

Please supervise your groups of learners at all times. If your visit involves visiting more than one gallery, divide your class into small supervised groups. Respect the needs of other classes that have booked particular galleries. **Parents must specifically consent to students under 18 participating in activities involving indirect supervision.**

When you arrive please let the staff at the front desk know. If the weather is fine, your students can enjoy the outside lawn area while they wait.

Do not use clipboards with metal backings and clips. For your convenience and for the safety of our exhibits, cardboard backings are available at the front desk.

The coffee shop and the museum shop do not cater for large groups. Small groups can visit, with adult supervision. Bags must not be taken into either shop.

Only students with special needs should use the lifts. (The number of students in the museum would cause excessive delays for people who really need lifts.)

Unfortunately the museum has limited capacity to store bags. A large crate or two for lunches is easier to keep secure.

Supervisors' bags must be left at the security desk, or be inspected and tagged by the security officers.

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PROGRAM AIMS

This program will focus students on the features of mammals from other countries. The questions highlight an adaptation of each animal and will lead children to think about the survival value of these features.

Curriculum Links

Learning experiences in this gallery emphasise that **Living things have a variety of external features.** (Australian Curriculum, Year 1 Biology.)

Students will build a vocabulary of scientific terms, using terms and names to describe living things and the functions of their various parts. They can investigate the relationships between living things and their physical surroundings and look at familiar animals and their habitats.

Teaching strategies

The gallery will be booked for your class for an hour. Students will first need at least ten minutes to explore before starting directed activities. Working in groups with an adult supervisor for each group is the preferred way to use the gallery. The adults can record their group's answers to the questions in the student booklet. However you might not choose to use the printed questions. Other possible approaches include;

- *asking the students to locate animals they have read about in stories. Are the real animals like those in the books? What are the similarities or differences?
- * asking students to locate animals they have never seen before and show them to other students in their group.
- * selecting an animal, e.g. the tiger, and asking groups of students to find animals they would put into the same 'family'. Ask the groups to explain their criteria for sorting the animals. Animals which are good for this exercise include the cats, bears, monkeys and apes, deer and antelope.

- * Ask the students to look for all the tree-dwelling animals they can find. Groups could make a list of all the features these animals have which assist them in their environment.

Cross Curriculum.

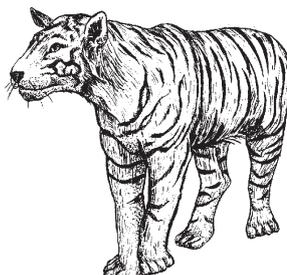
English

While amongst the mammals from around the world, take an opportunity to **Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, & punctuation.** (Australian Curriculum, English, Year 1, Examining Literature.)

The gallery provides a stimulating environment for telling stories. There are many animals in fiction which are only known by children through stories. The museum offers the opportunity to look at real wolves while telling the story of Peter and the Wolf, to see a mongoose and imagine it might be Rikki-tikki-tavi.

Bring a book or two and use the gallery for telling stories about animals. Are any of the animals in the gallery? What is the difference between fiction and non-fiction?

Students can be encouraged to select animals from the galleries to use in constructing their own stories. Animals could be given characters on the basis of how the students see them. Which animal is fiercest, which animal is friendliest, which will be the hero of a story, which the villain? After determining characteristics students might tell a few story outlines in the gallery and 'flesh them out' back at school. Alternatively students might take a well-known story and substitute animals for human characters.



Tigers are often villains

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BACKGROUND

This information relates to the animals featured in the student activity sheets.

The Wolf (Question 1) has been exterminated over most of its previously large range. It is a long distance runner when hunting and has tremendously powerful jaws to help in killing the hoofed mammals which are its major prey. A wolf may eat up to 10 kg a day but 3 - 4 days may elapse before the next kill. The wolves generally hunt in packs.

The Moose (Question 2) is the largest of the deer family and can grow to 3 m tall and weigh 800 kg. Its wide spread toes allow it to walk on marshy ground and it is also a good swimmer. Its coat provides good protection from the cold and the broad antlers are very effective against wolf attacks as well as being used to resolve disputes between rival males. (The moose is also found in North America).

Fennec Foxes (Question 3) are the smallest wild members of the dog family. They are nocturnal with large eyes and ears and a keen sense of smell. They are desert dwellers, but have thick warm coats to protect them from the extreme cold of desert nights. Their coat colour blends with the sandy environment in which they live. Food includes small reptiles, insects and some plant material. They live in small groups (about 10 animals), in interconnecting burrows.

Eurasian Otters (Question 4) are well adapted to their aquatic existence - their bodies are streamlined, with water resistant fur, webbed toes, closable ear openings and a powerful tail. They are effective hunters, usually in the water and particularly on bright, moonlit nights. Hunting trips often last several days before the animal returns through the underwater opening to its den. Tame otters have been used to aid fisherman by either catching and retrieving fish or driving them into nets.

Squirrels (Question 5) spend most of their lives in trees, using their bushy tails for balance when running on branches, or as a rudder or parachute when jumping or as a blanket while sleeping. Their powerful feet and

claws enable them to climb in search of buds, blossoms, fruit, seeds, tree sap and shoots. They also raid nests for eggs and fledglings.

Giant Ant Eaters (Question 6) can easily rip open termite mounds with their long sharp claws and powerful forearms. It then uses its long, sticky tongue to follow the termite tunnels, flicking it out up to 160 times per minute. The forelimbs are also an excellent defence against enemies (puma and jaguar). Baby anteaters climb on their mothers backs and are carried for a very long time.

Humbolt's Woolly Monkey (Question 7) lives in tropical rainforests eating nuts and fruits. It has a prehensile tail (which can be used to grip things). To give themselves freedom of movement, these monkeys often suspend themselves by the tail alone. When sitting or resting they use tail and hands to explore their surroundings and get food.

The Rocky Mountain Goat (Question 8) is extremely well adapted to the cold rocky areas it inhabits. It is slow and sure footed seldom leaping up hill, but not hesitating to jump down 7 metres on to small icy ledges. The horns, although small, have been known to kill grizzly bears. Hair from these animals is reputedly finer and warmer than the more famous Cashmere goat's.

The Beaver (Question 9) is one of the world's largest rodents. Although herbivorous, it spends most of its time in water, using its leathery tail as a rudder. Beaver dams provide a lake which protects their stick nests, preventing underwater entrances becoming exposed in dry seasons. The dams are built of logs which the animals fell by gnawing with their sharp teeth. However many beavers do without dams and live in burrows.

The Indian Elephant (Question 10) is used by people as a working animal. In the wild these animals use their trunks for a variety of purposes, e.g. pulling down vegetation, clearing "elephant roads" through forests, digging water holes during dry seasons, cleaning and bathing. Elephants even use their trunks as snorkels when swimming.

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Flying Lemurs (Question 11) sleep hanging upside down by all fours during the day. At night they climb high up into the trees and glide from one tree to another in search of leaves, buds and seed pods. The animals cannot truly fly. They are very proficient gliders losing altitude with each glide.

The Tiger (Question 12) is the largest of all cats, and is an endangered species. It is a solitary hunter relying on its camouflage to help it stalk and ambush prey.

The Sun Bear (Question 13) is a comparatively small member of the bear family which sleeps most of the day in rough nests in the trees. It is an excellent climber. The bear is an omnivore (eats anything) but is particularly partial to fruit and honey. It uses its powerful claws to tear open bees' nests and its long tongue to reach the honey. It also opens ant nests in the same way.

The Orang-utan (Question 14) is a dweller of forested areas. It is endangered because of forest clearing. Its extremely long arms are an obvious adaptation to living in trees, and its ability to use its feet as well as its hands to cling to branches ensures it is at home in the forest.

Gorillas (Question 15) are the largest of the great apes but, despite their size and strength, they are peaceful herbivores. Most predators ignore gorillas but if threatened the large males mount an aggressive display, screaming, beating their chests, and rushing forward. However, they usually only bite if cornered. A large male rules the group and females, other males and young follow wherever he goes. Young gorillas have been known to play similar games to humans, e.g. "King of the Castle" and "Catch".

The Indris (Question 16) is extremely well adapted to life in the trees. It uses its arms to swing from branch to branch. Particularly flexible branches can act as springboards, allowing the animal to swing over gaps. Frontally set eyes aid in judging distances accurately.

The Javan Rhinoceros (Question 17) is an extremely rare animal. Like all rhinoceroses it is short sighted, but has an excellent sense of smell. It is well protected from attack, having a thick skin, large size and, of course, a solid horn. The horn is chemically similar to human hair and fingernails.

Pangolins (Question 18) are insectivorous mammals whose bodies are covered with scales which are modified skin flaps. Mothers often sleep curled up around their young using the scales to protect them both. They have long sticky tongues which can be up to 40 cm long and have no teeth - insects being crushed in their thick walled stomach. About half of the animal is prehensile tail and this is used as an aid in tree climbing. Pangolins also have large digging claws on their front feet and some species descend from the trees to sleep in burrows. These claws also help in getting their insect prey out of logs and mounds.

Sloths (question 19) move slowly and deliberately through the trees of tropical rain forests with movements that appear to be in slow motion. Sloths do not need to exert themselves when seeking food. With large, curved claws on their long arms and legs, they can anchor themselves firmly on tree branches and feed leisurely on the surrounding leaves.

Zebras (Question 20) are plains living herd animals which rely heavily on their keen hearing and sense of smell to alert them to predators. Their main defence is flight but if cornered they will bite and kick.



Sloth