



Conservation

These resources are to be used whilst visiting Wild Explorers at the zoo. The final sheet of this document provides answers for your reference.

Conservation - species distribution

The children study a map of Africa to interpret what has happened to species' ranges.

Conservation - animal behaviour observation

Using the ethogram provided, the children conduct a five minute behavioural observation on a zebra, oryx or rhino. They will complete a bar chart, answer questions based on their findings, and draw a picture of their chosen animal.

Conservation - tracking

The children identify and count animal tracks on the floor.

Conservation in action

Using a sign, the children will use their identification skills to differentiate between individuals of the same species.

Curriculum Links

SCIENCE

Lower Key Stage 2 Working scientifically

- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers

Year 4 Living things and their habitats

- recognise that living things can be grouped in a variety of ways
- recognise that environments can change and that this can sometimes pose dangers to living things

MATHEMATICS

Year 3 Statistics

- interpret and present data using bar charts, pictograms and tables

ART AND DESIGN

- to improve their mastery of art and design techniques, including drawing, painting, sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

Conservation

Wildlife is amazing! Sadly, human activity and environmental change can threaten wildlife so it is very important to protect it. Once you know more about an animal, you have a better chance of protecting it.

Conservation - species distribution

Study the map in room 1 of Wild Explorers.

What has happened to the range (the area where an animal lives) of Grevy's zebra, scimitar-horned oryx and white rhino?

.....

Why do you think this has happened?

.....

.....



Conservation - animal behaviour observation

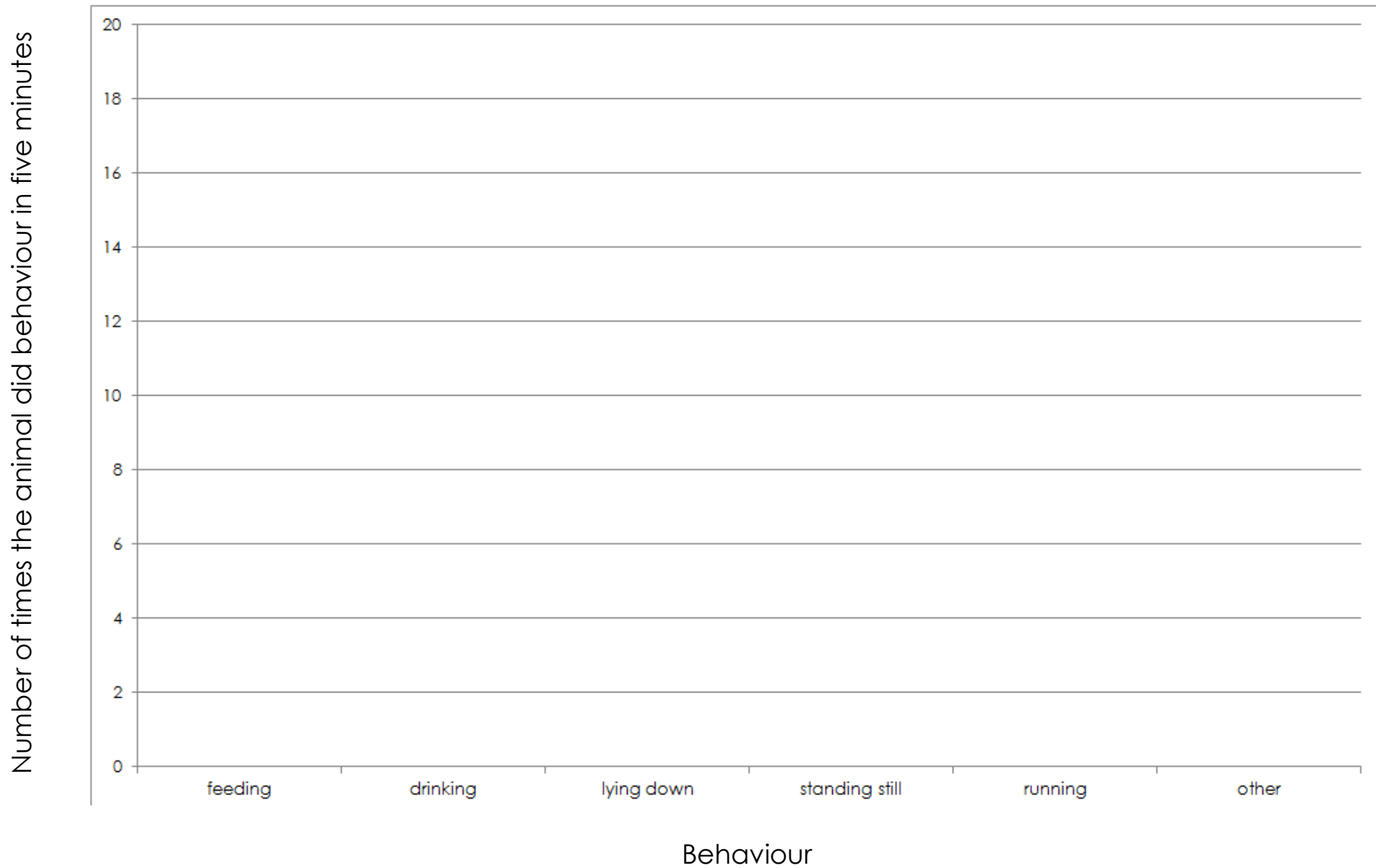
From the raised observation boardwalk at Wild Explorers, choose a single Grevy's zebra, scimitar-horned oryx or white rhino. Watch them for five minutes, and every fifteen seconds record their behaviour on the table below by marking with a ✓.



| Name | | | | Start time | | | |
|------------|---------|----------|------------|-------------------------------|---------|--------------|-------|
| Date | | | | Animal (oryx, zebra or rhino) | | | |
| Behaviours | | | | | | | |
| Time | Feeding | Drinking | Lying down | Standing still | Running | Out of sight | Other |
| 0:15 | | | | | | | |
| 0:30 | | | | | | | |
| 0:45 | | | | | | | |
| 1:00 | | | | | | | |
| 1:15 | | | | | | | |
| 1:30 | | | | | | | |
| 1:45 | | | | | | | |
| 2:00 | | | | | | | |
| 2:15 | | | | | | | |
| 2:30 | | | | | | | |
| 2:45 | | | | | | | |
| 3:00 | | | | | | | |
| 3:15 | | | | | | | |
| 3:30 | | | | | | | |
| 3:45 | | | | | | | |
| 4:00 | | | | | | | |
| 4:15 | | | | | | | |
| 4:30 | | | | | | | |
| 4:45 | | | | | | | |
| 5:00 | | | | | | | |
| Total | | | | | | | |

Complete the bar chart below to show how many times the animal carried out each behaviour in the five minute period. Remember to write a title for your graph!

A bar chart to show:



Conservation - animal behaviour observation

Once you have drawn your bar chart, answer these questions:

What behaviour did your animal do the most?

.....

What behaviour did your animal do the least?

.....

Draw a picture of your chosen animal:

Conservation - tracking

Studying an animal can be important if you want to try to protect it. Scientists may look for animal tracks (footprints) to help them do this. In front of the Wild Explorers safari truck you will see lots of different tracks (footprints) on the floor. Count the tracks of each different animal (you can use the sign to help you identify each track).



| Animal | Number of tracks |
|----------------------|-------------------------|
| Cheetah | |
| Lion | |
| Plain's zebra | |
| Grevy's zebra | |
| Scimitar-horned oryx | |
| Giraffe | |
| Black rhino | |
| White rhino | |

There is a track on the floor that is not on the sign. Do you know which big African herbivore it belongs to?

.....





Conservation in action

Look carefully at the 'Conservation in action' sign in room 2 of Wild Explorers. In order for scientists to protect wild animals they first need to be able to identify their study animal! Use the 'Conservation in action' sign, and the sign behind you called 'Wild Explorer Skills Identifying Species', to help you identify the animals on the grid.

Which species of rhino is in picture E1?

.....

How do you know?

.....

Which species of zebra is in picture B3?

.....

How do you know?

.....

Which species of antelope is in picture D1?

.....

How do you know?

.....

Answer sheet

Conservation - species distribution

What has happened to the range (the area where an animal lives) of Grevy's zebra, scimitar-horned oryx and white rhino?

Their range has reduced.

Why do you think this has happened?

Humans have had a negative impact on the range of these animals through habitat destruction and hunting/poaching.

Conservation - tracking

There is a track on the floor that is not on the sign. Do you know which big African herbivore it belongs to?

Elephant

Conservation in action

Which species of rhino is in picture E1?

White rhino

How do you know?

Wide/square top lip

Which species of zebra is in picture B3?

Grevy's zebra

How do you know?

No stripes on underbelly and large round ears.

Which species of antelope is in picture D1?

Scimitar-horned oryx

How do you know?

Curved horns, brown patches of hair, different markings on face