



Element 4: Standardize It

Animal Home Life, Part 1

Animal Biology	Mothers Love Babies
<p>Age Levels: 2-4</p> <p>Time: 30 minutes</p> <p>Discussion 5 minutes Activity 10 minutes Gift making 15 minutes</p> <p>Resources: Outdoor objects Glue Paper colored pencils (optional)</p> <p>Objectives:</p> <p>Learners will:</p> <ul style="list-style-type: none">• Become observant about animal behavior• Compare and contrast human and animal behavior• Recognize caring from and toward their caregivers• Learn ways to express love	<p>Teachers or Caregivers</p> <ol style="list-style-type: none">1. Teach about the maternal habits of mammals, and birds, amphibians.2. Play a game with learners.3. Help children recognize love within their own families.4. Make gifts for mothers.



Mothers Love Babies

Introductory Activity

Discuss mothers in the animal kingdom and the many ways they care for their babies. Demonstrate some of these ways, using hand motions. Ask the learners to stand in a circle and make these motions with you.

How do mothers carry their babies?

- A kangaroo carries a baby in its pocket.
- A chimpanzee carries a baby on its back.
- A spider carries babies in its pouch.

- A kitten carries babies in its teeth.
- A porpoise carries her baby on her back.

How do mothers feed their babies?

- A bird drops worms into a nest.
- A giraffe pulls down leaves to feed its babies.
- A bear teaches a baby to eat bugs, berries and fish.

Summarize:

- Mothers carry their babies.
- Mothers feed their babies.
- Mothers love their babies.

Follow-up Discussion:

How do mommies show they love their children?

How can we show we love our mommies?

Let's draw a layer cake. Each person tell a new way to show love for their mother. Make a picture in each layer.

Give Love Back to Mommies

Make gifts for all the nearby mommies, using the gifts of nature.

Examples:

- Leaf shapes glued to paper may represent animal mommies and babies.
- Vines tied together become bracelets or necklaces.
- Rocks can be painted to represent bird eggs

Standardize It - Animal Home Life, Part 2

<p>Animal Biology, Pre-Geometry, Environment</p>	<p>Animal Homes</p>
<p>Age Levels: 5-8</p> <p>Time: 30 minutes</p> <p>Resources:</p> <p>Outdoor space Paper Colored pencils</p> <p>Objectives</p> <p>Learners will:</p> <ul style="list-style-type: none"> • develop observation skills • become aware of indigenous animal habitats • Protect habitats, reducing issues of encroachment and unsafe contact 	<p>Teachers or Caregivers</p> <ol style="list-style-type: none"> 1. Lead a discussion on animal habitats. 2. Take a nature walk and play a game. 3. Draw shapes as the basis for habitat drawings. 4. Compare animal and human habitats. 5. Make a plan to protect animal habitats.



Introductory Discussion

Look up. Look down. All around, you might see animal homes. The original animals living in a place are called its *indigenous species*. (Say it together.)

Just as people feel homesick when they travel, animals prefer their own natural surroundings or habitat (home). Each desert, forest, jungle, savannah, seaside, or riparian (riverside) habitat creates a nice nesting place for some indigenous species.

Animals find food, shelter and safety from danger amid the trees, plants and rocks in their habitat. Many of them find their own animal version of love when they start families in these places.

What makes our own location a good home for the indigenous animals who live here? We will find out.

Have you seen an animal leaving or entering its home?

Give examples of animals, insects, birds and fish that live nearby. Tell the places where you think they might live.

For example, ants live in holes; birds live in trees; rabbits live in thickets; lizards live under rocks. (We stay away from rocks where nesting snakes live.)

Can you think of creatures that carry their homes on their backs?

Let's explore outside to find some local animal homes.



(Photo by Lily T. Ning)

Animal Homes Game

1. Take a walk to an open space, if possible, or play the game in the yard.
2. Each person looks around for a possible animal home, using only their eyes (without disturbing the animals with hands, sticks, rocks or feet).
3. One person says, "I spy an animal home."
4. Others ask for clues. For example, they can guess the color of the animal or of the home. They can guess whether the home is high or low or large or small.
5. If they don't guess quickly, the child can give them a hint. They can tell what makes the place a good home for this creature.
6. When someone guesses correctly, another person gets to spot the next animal home.
7. If some animals are missed, point out less obvious examples when everyone has had a turn, or save these places for guessing on another day.

Follow-up Discussion

Each person draws pictures of the animal homes. Sketch and label one-dimensional geometric shapes (circles, triangles and squares) to use as a basis for the drawings.

Discuss how the shapes and colors make these good homes.

Ask:

How do human homes sometimes interfere with the homes of indigenous animals? Does pollution affect animal homes?

If we want to show love for all creatures, how can we protect animal homes?

Let's make a plan to do so. Draw a picture to show the plan.

What we will do:

How we will do it:

When we will do it:

What we will need: