

**WILDLIFE** activities for K-6 students to learn about  
the animals of the **WORLD** focusing on natural  
history, conservation, and husbandry in a **ZOO** setting.



## INTRODUCTION

“Whatever befalls the Earth befalls the sons of the Earth, man did not weave the web of life: He is merely a strand in it, whatever he does to the web, he does to himself.” *Chief Seattle.*

To hear that an animal species has gone extinct or has been placed on the endangered species list is almost as common today as hearing about earthquakes, storms, and other natural disasters. We are certainly sad to hear these stories, and maybe we grieve shortly for the family and friends of the victims. We may even contemplate our own mortality, but we rarely stop to wonder how the tragedy affects us personally, or what it says about our society or the human race. We are a “strand in the web of life.”

The goal of this project is to help learners understand animals’ needs in more depth, understand how animals react to changes in their environment, and how learners’ actions could be affecting that environment.

It is hoped that by gaining these skills the learner will develop an appreciation for the environment as a whole. With increased appreciation the learner will have a better understanding of how humans play a part in the natural world and how individuals can make a positive impact.

## MISSION STATEMENT

The goal of the Wildlife World Zoo’s Education Department is the distribution of knowledge about all aspects of animal management including: husbandry, natural history, behavior, and conservation.

## GOALS

This project is designed to teach K-6 grade students about zoos and the animals that zoos are trying to help. Wildlife World Zoo is used as a demonstration tool for conveying these lessons. The following is a short description of the goals of this project.

### **Learners will explore how and why animals are kept in zoos.**

-To accomplish this, learners need to understand:

1) NATURAL HISTORY: How and why animals act and react in the environment.

- Explore physical and behavioral adaptations.
- Learn what animals’ survival needs are.
- Discover how animals use adaptations to survive.
- Examine different animal environments-habitats, home ranges, etc.

2) CONSERVATION: The forces that positively and negatively affect animal populations.

- Explore how populations react to changes in the environment.
- Examine animals’ wild and captive population status.
- Discover how you can help.

3) ANIMAL HUSBANDRY: How zoo personnel integrate the previous two items.

- Examine zoo, wild-park, preserve, and game management.
- Discover training and handling techniques.





## SETTING

Wildlife World Zoo is located three miles west of Luke Air Force Base, nestled next to the White Tank Mountains, and is surrounded by rural countryside and rose farms. The zoo is found at 16501 West Northern Avenue, which is the SE corner of State Route 303 and Northern Avenue.

Wildlife World Zoo is an accredited institution and contains 50 acres of exhibits featuring more than 320 species of exotic animals totaling more than 1,300 individual specimens. Species include giraffe, zebras, oryx, tigers, lions, deer, kangaroos, monkeys, camels, llamas and much more!

Wildlife World Zoo began in 1975 as a breeding center of rare wildlife for other zoos. It opened to the public in 1984 and was accredited by the American Zoo and Aquarium Association (AZA) in 1988. Today Wildlife World Zoo ranks 30<sup>th</sup> in the United States for collection diversity.

## MODULES

The purpose of this project is to allow classroom teachers and the other Wildlife World Zoo audiences to use their excursions to the Zoo more effectively. Due to the varied needs of these audiences, the project is divided into two modules: The classroom module and the zoo module.

## CLASSROOM MODULES

The classroom module is designed to aid K-6 teachers in exposing their students to the material covered in the goals of this project. However, other educators are welcome to use this module if they find it helpful in their teaching endeavors. All of the objectives are designed to be easily taught in the classroom or on school grounds. In order to cover all of the material in the goals, teachers will need to teach all of the objectives and every lesson plan. However, since this may not meet every group's needs, the lessons in this module are actually designed to stand-alone. In this way, teachers can focus on any number of objectives and lesson plans that conform to the content of their current unit of study.

## ZOO MODULE

The zoo module is designed to be used in the field. It requires students to observe animals and conduct mini-science projects. The objective lessons are specifically designed to be used with the Wildlife World Zoo's site and facilities. In order to cover all of the material in the goals, teachers will need to teach all of the objectives and every lesson plan. However, since this may not meet every groups needs the lessons in this module are actually designed to stand-alone. In this way, teachers can focus on any number of objectives and lesson plans that conform to the content of their current unit of study.

## OBJECTIVES

The objectives are not targeted at specific grade levels. Instead, they are based on Bloom's Taxonomy of Learning and Higher Order Thinking. This method of design was employed to help classroom teachers. Classroom teachers use Bloom's Taxonomy when deciding how to evaluate (test) their students. When designing a test, the teacher must first establish at which level of Bloom's Taxonomy the information was given (taught) to the students. The evaluation (test, skit, etc.) must then be designed to elicit that level of thinking or lower from the student. In this project, there are three levels of objectives and each level targets a different skill set. Level A objectives require an individual to use simple recall processes. Level B objectives require application and analysis. Level C objectives require the individual to synthesize and evaluate.





### CLASSROOM OBJECTIVES

**Learners will explore how and why animals are kept in zoos.**

--To accomplish this, learners need to understand:

- 1) How and why animals act and react in their environment.
  - A) recognize animal characteristics, adaptations, and vocabulary. [Lesson 1]
  - B) examine animal environments, habitats, ranges, and food chains. [Lesson 2]
  - C) evaluate animal adaptations, basic needs, and ability to survive in a given niche. [Lesson 3]
- 2) The forces that positively and negatively affect animal populations.
  - A) recognize general conservation terms and endangered animals. [Lesson 4]
  - B) examine factors that influence animal populations. [Lesson 5]
  - C) defend the reason a chosen endangered animal should be saved. [Lesson 6]
- 3) How zoo personnel integrate the previous two items.
  - A) recognize husbandry and training vocabulary. [Lesson 7]
  - B) demonstrate ability to use positive reinforcement. [Lesson 8]
  - C) create a zoo environment and assess its ability to sustain life. [Lesson 9]

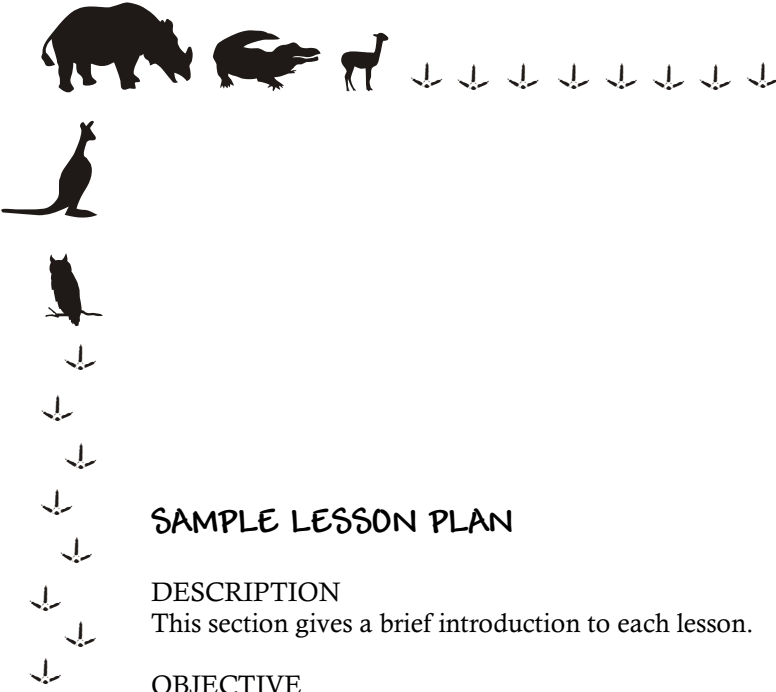
### ZOO OBJECTIVES

**Learners will explore how and why animals are kept in zoos.**

--To accomplish this, learners need to understand:

- 1) How and why animals act and react in their environment.
  - A) identify animals by name or from a given list of adaptive characteristics. [Lesson 10]
  - B) categorize animals according to geographic location. [Lesson 11]
  - C) assess an animal's ability to survive on its own in Arizona determined by adaptations. [Lesson 12]
- 2) The forces that positively and negatively affect animal populations.
  - A) identify aids, hindrances, and solutions to environmental conservation. [Lesson 13]
  - B) examine one's own day-to-day activities while visiting Wildlife World Zoo and how those activities affect the environment. [Lesson 14]
  - C) evaluate the animal characteristics/ habitats of endangered animals. [Lesson 15]
- 3) How zoo personnel integrate the previous two items.
  - A) identify husbandry and training vocabulary in objects, circumstances, and signage at Wildlife World Zoo. [Lesson 16]
  - B) examine training for positive reinforcements at Wildlife World Zoo. [Lesson 17]
  - C) evaluate Wildlife World Zoo's design based on lessons learned in Zoo Creation activity. [Lesson 18]





## **SAMPLE LESSON PLAN**

### **DESCRIPTION**

This section gives a brief introduction to each lesson.

### **OBJECTIVE**

This section restates the purpose of each lesson as stated in the objectives section of the Introduction.

### **SETTING THE STAGE**

This section contains information to help the educator introduce the information covered in each lesson to the students.

### **CUB-LEVEL ACTIVITY**

The lessons are divided into two activities, and the Cub-level activity is designed for early-elementary-aged students.

### **TIGER-LEVEL ACTIVITY**

The lessons are divided into two activities, and the Tiger-level activity is designed for later elementary or early middle-school-aged students.

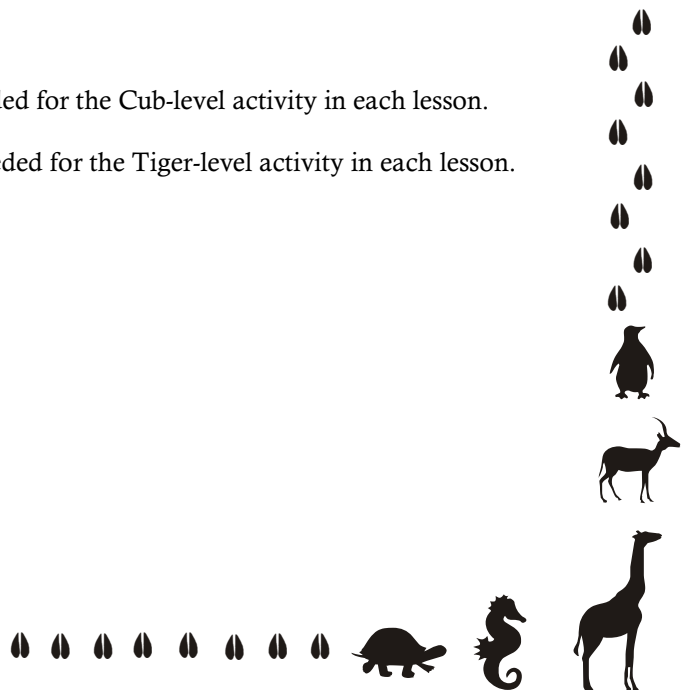
### **CLOSURE**

This section contains information to help the educator provide a closing to the information covered in each lesson to the students.

### **MATERIALS**

Cub: This section provides a list of the materials needed for the Cub-level activity in each lesson.

Tiger: This section provides a list of the materials needed for the Tiger-level activity in each lesson.





Thank you for taking time to fill out this form and to evaluate your class' trip to Wildlife World Zoo. This information will be a great help in our efforts to continue improving our services for you. For each of the following questions please consider a "1" to be a low and a "5" to be a high.

- 1) Please rate the overall quality of your visit to the Zoo.  
1                      2                      3                      4                      5
- 2) Please rate the overall student learning that took place.  
1                      2                      3                      4                      5
- 3) Please rate the attention students paid to the exhibits.  
1                      2                      3                      4                      5
- 4) Please rate the attention students paid to the informational signs.  
1                      2                      3                      4                      5
- 5) Would you bring the students back to the zoo for another visit? **Yes**\_\_ **No**\_\_
- 6) Were the field trip lesson plans helpful? Which was the most? Least?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 7) What suggestions for improvements do you have?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 8) Do you have any other comments?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

You can drop this form off at the zoo or mail it to:

**Wildlife World Zoo  
Attn: Education Curator  
16501 W Northern Ave  
Litchfield Park, AZ 85340**

Thank you for supporting the zoo.

