

ADELAIDE
ZOO



Desert Animals



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Government of South Australia
Department of Education and
Children's Services

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For the Teacher

General Information

Welcome to Adelaide Zoo!

The Zoo is a great place for learning. Adelaide Zoo Education aims to support student learning by providing resources to assist classes to have educational and enjoyable experiences at the Zoo.

This booklet will provide a range of activities which may be undertaken by your students during their visit to the Zoo. A map and suggested order of activities is provided to give a logical circuit to travel during the visit.

Animal species change from time to time, and sometimes animals are “off limits” or out of sight during visits, so a flexible approach to completion of activities is recommended.

In planning, please consider whether

- ◆ you would like your class to regroup for lunch, animal feeds, the Discovery Zone or at the Entrance at the end of the visit. If so, relay the times and meeting places to students or supervisors (in writing if possible.)
- ◆ you would like to see the Pandas or use the Nocturnal House: if so, book a time when making the Zoo booking so your students are not disturbed by other school groups.
- ◆ you would like a session with a Zoo Education Officer to support your study theme. Lesson requests are met wherever possible, though at busy times of the year you may need to have a few options with dates to enable a time to be negotiated. Again, this time is arranged at the time of booking your class visit.

If your class is not booked in to a program involving an Education Officer, we will attempt to meet your class at the Entrance on arrival at the Zoo. At this meeting the group will be welcomed and given some information about the Zoo to assist their visit. General behaviour expectations will also be outlined.

Specific information relating to this Zoo Trail will follow for the teachers and for adult supervisors. Please ensure that supervisors have a copy of the relevant pages **before they come to the Zoo** so they can also be mentally prepared to maximise the learning for the students in their care.

Desert Animals Trail - Junior Primary

TEACHER INFORMATION

Consider the amount of material in this trail, the time you will spend in the Zoo and the age and capacity of your students. You may like to put the activities in order of preference, make a selection from the activities for your class or share the activities amongst groups so each group does say 4 or 5 activities.

Pre-visit ideas

- On a large map of the world, mark in the world's deserts. Find pictures of animals that inhabit them, and put them on the map. Research to find out which ones are Threatened Species.
- Write a diary for a desert animal, considering what it likes to eat, where it would sleep and what predators it may need to look out for.
- Classify, group and graph desert animals.
- Research plants that survive well in deserts
- Write a poem or short story about your favourite desert animal.

The following words and terms would be useful as prior knowledge to your visit to the Zoo:

- Arid
- Nocturnal
- Desert
- Habitats
- Adaptations
- Camouflage
- Threatened Species

Post visit ideas

- Design an enclosure for a desert animal, considering their needs and natural habitat.
- Design and construct a large mural of an arid environment.
- Research cultures, languages and traditions of people living in and around desert environments.
- Plan and implement a recycle program for the school/community.

Assessment ideas

- Write a report about the visit to the Zoo
- Give an oral report to the class about the visit to the Zoo.

Links to SACSA Framework

Science- Life Systems

- 1.1, 1.2 Children investigate the features and behaviours of plants and animals through direct and visual experience. They explain and share with others their understandings of the connections between living things, and between themselves and natural environments

Society and Environment- Place, space and environment

- 1.1, 2.1 Children develop and show their understanding of the significance of places and resources. They examine different ways in which places and resources are used to satisfy needs and wants.
- 1.6, 2.6 Children develop an understanding of the concepts of sustainability, conservation and care of resources and places, and take action consistent with these. They assess the ways in which values affect behaviour.




Background notes for teachers and supervisors on the day.

This trail is designed to be completed by small groups of students, each with an adult supervisor. Plenty of time should be allocated to allow reasonable movement, observations and discussions to take place.

Adult supervisors should encourage the children to come up with their own, individual ideas by initiating questions and beginning suitable discussions.

Children can take turns to record the information and contribute ideas.

Supervisors should be aware that they are not expected to finish all of the pages and should take the time to study each animal and observe them carefully.

Key		Observe Carefully
		Discuss and share ideas with your group
		Write down your thoughts

Nocturnal House

Nocturnal means “active at night” and refers to animals that prefer to sleep during the day and move around at night time.

Animals in the Nocturnal House which come from a desert habitat include the Greater Bilby, the Spinifex Hopping Mouse, the Mulgara, the Short-beaked Echidna and the Fat-tailed Dunnart.

The temperature is much cooler at night time in a desert. Therefore animals can stay cooler and conserve water by coming out at night while sleeping in a cool place during the heat of the day.

A nocturnal animal could hide in a cave, a burrow, a hollow log or a tree during the day.

The Fennec Fox

The Fennec Fox has very big ears. They help the Fennec Fox to hear, but they also help it to stay cool by letting out the heat from their bodies.

A Fennec Fox could hide in a cave, a burrow or under a bush to stay cool in the desert. Other animals with ears like the Fennec Foxes are a Bilby an African Wild Dog or even an African Elephant. Their big ears help them to stay cool.

Hamadryas Baboon

Hamadryas Baboons come from semi desert areas of Africa. Mandrills are also a monkey from Africa, but they live in a more tropical habitat. Their enclosure therefore has more vegetation and water.

Baboons can fill their cheek pouches with food when there is a lot around. They can then eat the food later when food is scarcer.

Princess Parrot

Another word for a desert habitat is an arid environment. The Princess Parrots have to be able to have lots of young during the boom (or wet) years in the desert to make up for the losses during the drought, or bust, years. Young don't have a very high chance of surviving if they are born when it is very dry. It is important to make the most of plenty of food and shelter by bringing up as many young as possible during the boom years.

You may be able to see a Red Kangaroo or a Yellow-footed Rock-wallaby in the enclosure around the corner.

Woma Python

A Woma Python's colours and patterns help them to hide on sand, on some rocks or on dirt.

Many reptiles are found in the deserts because there are a lot of warm spaces where they could get the heat they require to be active.

A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z

- Q7 African Wild Dog
- C14 Aldabra Tortoise
- P8 Baboon
- C11 Barbary Sheep
- Q9 Binturong
- E8 Brazilian Tapir
- L9 Cassowary
- I3 Colobus
- M7 Dusky Langur
- G9 Emu
- L3 Fennec Fox
- M9 Flamingo
- I10 Giant Panda
- F7 Giraffe
- E14 Hippopotamus
- E10 Kangaroo
- H8 Koala
- F4 Lemur
- M3 Leopard
- K4 Lion
- L11 Lyrebird
- M7 Malaysian Tapir
- P6 Mandrill
- G7, Q9 Meerkat
- E12, G6 Otter
- P5 Orangutan
- M13 Peccary
- J8 Pelican
- U13 Penguin
- H5 Pheasant
- L12 Quokka
- S9 Sealion
- K3 Serval
- K7 Squirrel Monkey
- L6 Sun Bear
- I6 Tamarin
- H9 Tasmanian Devil
- P3, M5 Tiger
- N9 White-cheeked Gibbon
- D10 Wallaby
- R9 Water Dragon
- P10 Westpac Envirodome
- G8 Wombat

Fennec fox

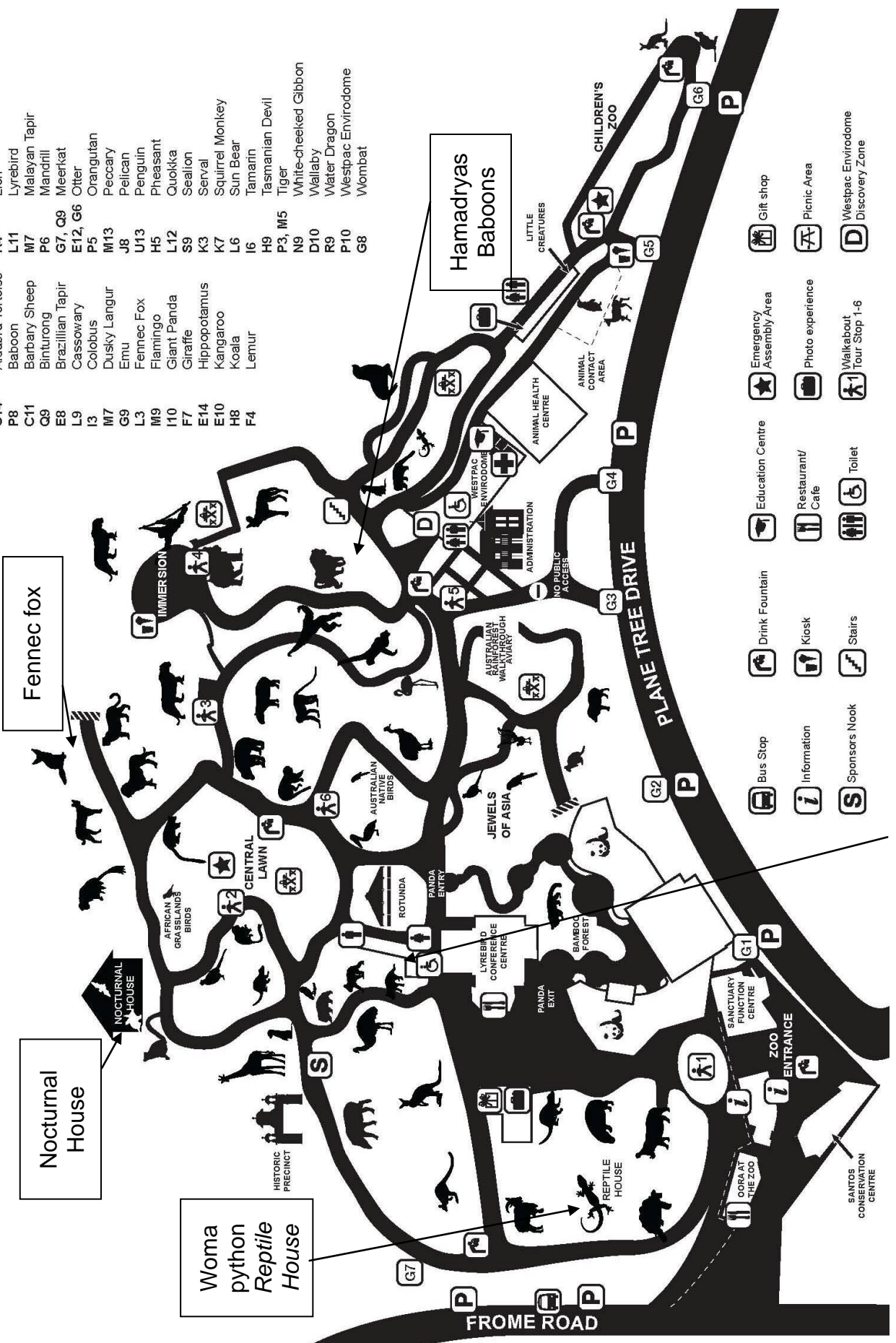
Nocturnal House

Woma python Reptile House

Hamadryas Baboons

Princess parrots

1 | 2 | 3 | 4 | 5 | 6 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18




- Gift shop
- Emergency Assembly Area
- Education Centre
- Restaurant/Cafe
- Photo experience
- Walkabout Tour Stop 1-6
- Drink Fountain
- Education Centre
- Restaurant/Cafe
- Photo experience
- Bus Stop
- Information
- Sponsors Nook
- Bus Stop
- Information
- Sponsors Nook
- Toilet
- Stairs
- Restroom
- Drinking Water
- Emergency Assembly Area
- Education Centre
- Restaurant/Cafe
- Photo experience
- Walkabout Tour Stop 1-6

NOCTURNAL HOUSE

Remember to move quietly through the Nocturnal house! The animals think it is night-time.
You might like to answer the questions after you leave, where you can see what you're writing!

 What does nocturnal mean? _____



 Only some of the animals in the Nocturnal House are from a desert habitat.
Look at the enclosures and see if you can find two from a desert?

1. _____



2. _____



What is the temperature in the desert like at night, compared to the day time? (circle the right one.)



Hotter

Colder

How would this temperature help the nocturnal animals that live in deserts?





Draw a picture of somewhere a nocturnal animal could hide during the day?



FENNEC FOX


The Fennec Foxes like to hide in the caves at the back of their enclosure


 How would you describe the Fennec Foxes ears?



 How do you think these ears would help the Fennec Fox stay cool?



 Discuss with your friends the places a Fennec Fox could go in the desert to keep cool.

 Draw a picture of where the Fennec Fox could hide in its enclosure in the Zoo if it wanted to keep cool.



 Circle the other animals that have ears like the Fennec foxes?



African Wild
Dog

Bilby

Crocodile

HAMADRYAS BABOON

A baboon is a type of monkey. They live in large family groups in semi-arid areas of Africa.



Write some words that describe the Hamadryas Baboon enclosure.



Write some words that describe the Mandrill enclosure next door.



Do you think the Mandrills live in a desert habitat as well?



YES

NO

There is not always lots of food for baboons in the wild. They have to eat as much as they can when it is around.

Watch the baboons eating. You may see that they can fill pouches in their cheeks with food.




Can you think how these cheek pouches would be useful in a desert?



PRINCESS PARROTS

Look for the Princess Parrots in the aviary between the toilets by the rotunda. All of these birds live in a desert habitat.

 Read the “Boom and Bust” sign near the entrance to the boy’s toilets.

Another word for a desert habitat is an



a — — — environment



Why would it be so important for the Princess parrots to be able to have lots of babies during the boom years in the desert?



Draw your favourite desert bird here.



NAME _____



Fly like a migrating bird around the corner (past the girls’ toilets and cafe) for about 20 flaps.

Can you find another animal found in the Australian deserts?



WOMA PYTHON

The Woma Python lives in the reptile house. Remember to walk through quietly so you don't scare the animals.

 Look at the colours and patterns on the Woma Python.
Tick the places they would be able to hide really well.

In a green tree

In water



On sand

On a flower

On rocks

On dirt



The Woma Python is a reptile. Reptiles need to get heat from the sun to become warm and active.

Why do you think so many reptiles are found in deserts?



Write some words that you think of when watching the Woma Python.



Just like many of Australia's native animals, some Australian Aboriginal people also survived for long periods of time in the deserts.



Discuss with your friends how they could have done this. Could you?