

# Lesson Plans



<b>Title of the lesson</b>	<h2 style="color: blue;">Natural History Trail Tour</h2>	
<b>Duration</b>	60 mins	
<b>Aims</b>	<p>Introduction to museums and natural history collection</p> <p>Different exhibits- skeletons, fossils, stuffed animals</p> <p>Different animals from different habitats- adaptation, camouflage</p> <p>Discuss predator/prey interactions</p> <p>Introduction animals' diets- herbivore, carnivore, omnivore, insectivore</p> <p>Discuss endangerment and extinction</p>	
<b>Keywords</b>	<p>Junior: fossil, skeleton, skull, stuffed animal, habitat, food web, carnivore, herbivore, omnivore, predator, biodiversity, endangerment and extinction.</p> <p>Senior: fossil, skeleton, skull, taxidermy, diorama, habitat, predator-prey relationships, feeding patterns, food-webs, carnivore, herbivore, insectivore, omnivore, predator, prey, opportunist, scavenger, grazers, browser, hunting, trophies, game head, biodiversity, endangerment, extinction.</p>	
<b>List of objectives</b>	<b><i>Behavioural objectives</i></b>	<b><i>Knowledge objectives</i></b>
	<p>Investigate animals and skeletons:</p> <p>Size</p> <p>Evidence of camouflage or other adaptations</p> <p>Look at teeth- diet</p> <p>Look at eye placement- determine is animal is a hunter or prey</p>	<p>What is museum collection</p> <p>What is in a natural history museum</p> <p>Fossils versus skeletons</p> <p>What is taxidermy (seniors)</p> <p>Define omnivore, herbivore, carnivore (and insectivore- senior classes)</p> <p>What is biodiversity</p> <p>Animal adaptations</p> <p>Predator-prey relationships</p> <p>Why animals are hunted</p> <p>Why we should protect endangered wildlife from hunting</p>

<b>Instructional input</b>	<p>Tour:</p> <p>60-minute walk through the highlights of the Museum's 10,000 animals on display on the ground floor (The Irish Room) and the first floor (Animals of the World). Subjects covered include endangerment, extinction, exploration, biodiversity, habitats and Irish wildlife.</p> <p><i>NB tour can be adapted to take place on ground floor only for groups with mobility issues. Regrettably the first floor of the museum is not wheelchair accessible. Please inform us at time of booking to give Education Staff adequate time to prepare for your visit if this is the case.</i></p>	
<b>Independent practice</b>	<p>Exercise:</p> <p><i>Investigating Animals' Physical Adaptations</i></p> <p>Looking at different stuffed animals, student must decide if animal is well adapted to its habitat (habitat information provided by guide).</p>	
<b>Curriculum ties:</b>		
<b>Subject</b>	<b>Strand</b>	<b>Strand Unit</b>
<b>Science</b>	Investigating and experimenting	Collect information and data from a variety of sources
	Living things	Myself, Plants & Animals (Infants to 2nd class) Human life, Plant and animal life (3rd to 6th class)
	Environmental awareness and care	Environmental awareness Science and the environment Caring for the environment
<b>Geography</b>	Human environments	People and other lands Trade and development issues (5 <sup>th</sup> and 6 <sup>th</sup> Class)
	Environmental awareness and care	Environmental awareness Caring for the environment
<b>History</b>	Story	Stories from the lives of people in the past
	Life, society, work and culture in the past	Life in the 19th century
<b>SPHE</b>	Myself	Making decisions
	Myself and the wider world	Developing citizenship