

# Lesson Plans



<b>Title of the lesson</b>	<h2 style="color: blue;">Skull-duggery! Workshop</h2>	
<b>Duration</b>	60 mins	
<b>List of resources supplied by NMI</b>	<p style="color: blue;">Herbivore, carnivore and omnivore skulls including human (replica), lion, tiger, sabre-tooth cat, sheep, chimp, sika deer</p> <p style="color: blue;">Elephant tooth and hippo tusk</p> <p style="color: blue;">Fallow deer antlers</p> <p style="color: blue;">Bear skin</p>	
<b>Aims</b>	<p style="color: blue;">Investigate the differences in different animals' skulls</p> <p style="color: blue;">Look at some of the different bones in the skull and their functions</p> <p style="color: blue;">Information from eye placement- predator/prey</p> <p style="color: blue;">How teeth are adapted to animals' diets- herbivore, carnivore, omnivore</p>	
<b>Keywords</b>	<p style="color: blue;">Junior: senses (sight, touch, taste, sound, smell), skeleton, skull, incisors, canines, molars, food webs, carnivore, herbivore, omnivore, predator, prey, tusk, horn, antler.</p> <p style="color: blue;">Senior: skeleton, skull, incisors, canines, molars, predator-prey relationships, feeding patterns, food-webs, carnivore, herbivore, insectivore, omnivore, predator, prey, opportunist, scavenger, grazers, browser, tusk, horn, antler, hunting, trophies, game head, endangerment.</p>	
<b>List of objectives</b>	<b><i>Behavioural objectives</i></b>	<b><i>Knowledge objectives</i></b>
	<p style="color: blue;">Investigate a skull:</p> <p style="color: blue;">Look at teeth</p> <p style="color: blue;">Look at eye placement</p> <p style="color: blue;">Determine animals diet</p> <p style="color: blue;">Determine is animal is a hunter or prey</p>	<p style="color: blue;">What is a skull</p> <p style="color: blue;">Parts of the skull</p> <p style="color: blue;">Different types of teeth and their uses</p> <p style="color: blue;">Define omnivore, herbivore, carnivore</p> <p style="color: blue;">Why animals are hunted for their skull parts</p> <p style="color: blue;">Why we should protect endangered wildlife from hunting</p>

<b>Instructional input</b>	<p>Workshop:</p> <p><b>Skull morphology:</b> What is a skull, different bones in the skull, function of the skull</p> <p><b>Information zoologists can gain from an animal's skull:</b> Are they predator or prey? What do they eat? (Omnivore/ Carnivore /Herbivore) Why is this important to know? (Palaeontology e.g. dinosaurs)</p> <p><b>Skull appendages:</b> Tusks/horns/antlers</p> <p><b>Extension for senior classes- Hunting animals:</b> Ivory, trophies/game heads, conservation and protection of wildlife, endangerment and extinction.</p>	
<b>Independent practice</b>	<p>Exercise:</p> <p><b>Investigating Skulls</b> Looking at different skulls student must decide if it belongs to a predator/prey, and an omnivore/carnivore/herbivore.</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>SPHE</b>	Myself	Making decisions
	Myself and the wider world	Developing citizenship