

GOOD ZOO/BAD ZOO? CRITICAL THINKING ABOUT ANIMAL NEEDS

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Content Areas: Habitat (Food-Water-Shelter-Space), Architecture, Animal Behavior & Ecosystems.

Materials List: Laminated pictures of different zoo enclosures from varying years. A visible white board/anchor chart paper.



Empathy Best Practice: Assuring wellbeing for our animals, perspective taking



Conservation Connection: Properly caring for the animals that are ambassadors for their species.



Tangible Action: Ensure any place you visit that has animals cares for them well and takes all of their needs into account.



Background Info: This activity allows students to dive into the world of zoos, how they have changed over time and what goes into creating them. Every animal needs food, water, shelter, and space in order to survive. But what does an animal need to experience a healthy wellbeing? Here we explore the history of zoos and how many have changed over the years. We will learn about the Association of Zoos and Aquariums and what it might look like to meet the highest standards of animal care in the world.

Intuitively we often know when an animal's home is good or bad. This activity will allow students to explore those feelings and see where our perceptions as humans can sometimes miss the mark for an animal.



Prep:

1. Pull out good zoo/bad zoo photo sets and have a set ready for each group.
2. Mix up cards in each set.
3. Draw two columns on a whiteboard or piece of anchor chart paper where everyone can see it. Label one column good and label the other bad. Leave the columns empty to fill in during class discussion portion.

Procedures:

1. Students will get into small groups of 2-4 people around the classroom. Make sure each group has adequate space to work and sort pictures. Groups should be far enough apart so that their discussions do not impede with one another.
2. Each group will receive a stack of various pictures of different zoo enclosures at various zoos.
3. Students will sort pictures into two different piles based on whether they think the enclosure they are seeing is a good animal home or a bad animal home. Students will discuss features of the exhibits with their team to adequately decide if the exhibit is good or bad.
4. Once every group has their photos sorted out pick any photo from a groups bad pile and show it to the class. Prompt students to tell you what features of the exhibit make it bad. Repeat the same process with a photo from any good zoo pile.

Discussion:

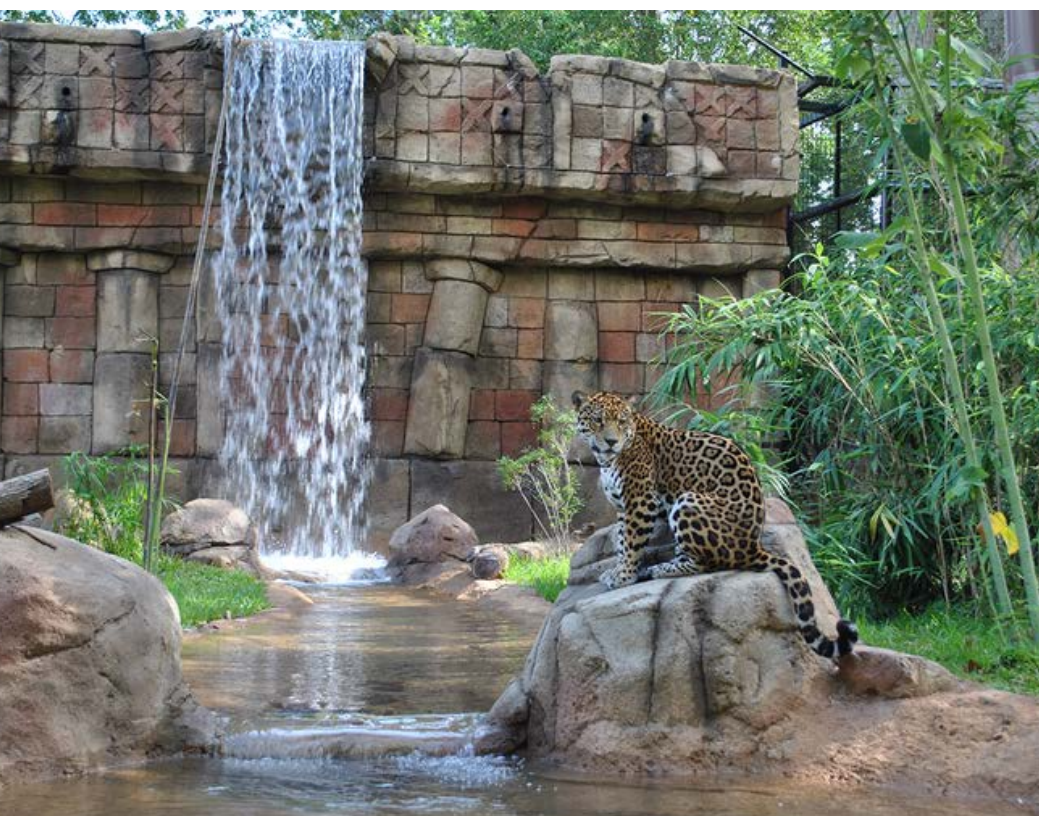
1. Bring students attention to the whiteboard/anchor chart. Prompt a classroom discussion about what is good and what is bad by having students contribute their ideas about what a good and bad habitats might contain.
2. As students contribute their ideas to the discussion, add them to their respective columns on the chart/whiteboard.
3. If students are having trouble deciding on what makes something good or bad, remind them to take the perspective of the animal. Ask questions like "What would this animal need in its native range?" some examples of ideas are listed in the graph to the right.
4. Once the discussion is complete and students have a good understanding of what a good and bad enclosure may look like, prompt them to return to their groups and discuss if there are any pictures that may be in the wrong pile.
5. Intermittently check on the students' progress as they wrap up their discussions.
6. If any groups piles contain any discrepancies, use them as a teaching moment as to why that picture might belong in the good column versus the bad, and vice versa. Many photos can have an argument made for either way, especially depending on context. A great veterinary space may look like an awful home. A great home for a warthog might look miserable for an antelope.

Good	Bad
Food/Water Shelter Appropriate Space Enrichment Social Requirements Guest Perception Safety Privacy Educational Opportunities	Space too small No naturality No Food/Water No shelter No enrichment Dangerous Nowhere to display natural behaviors. Close human/animal contact

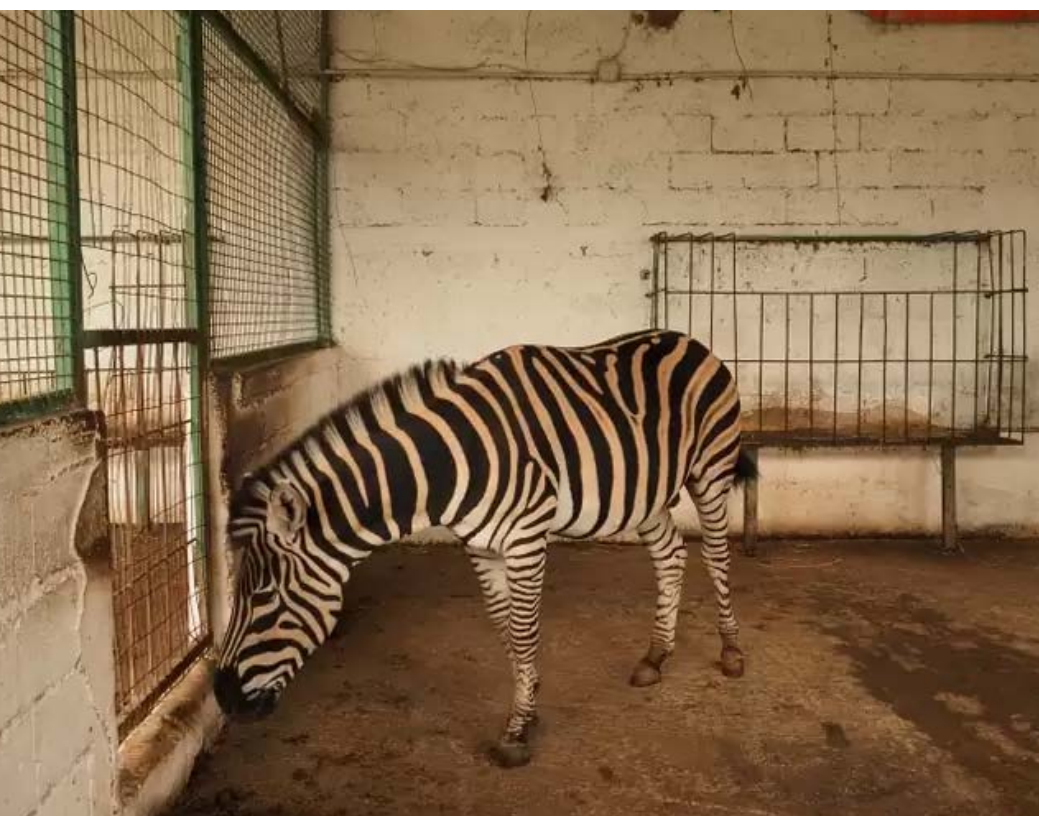




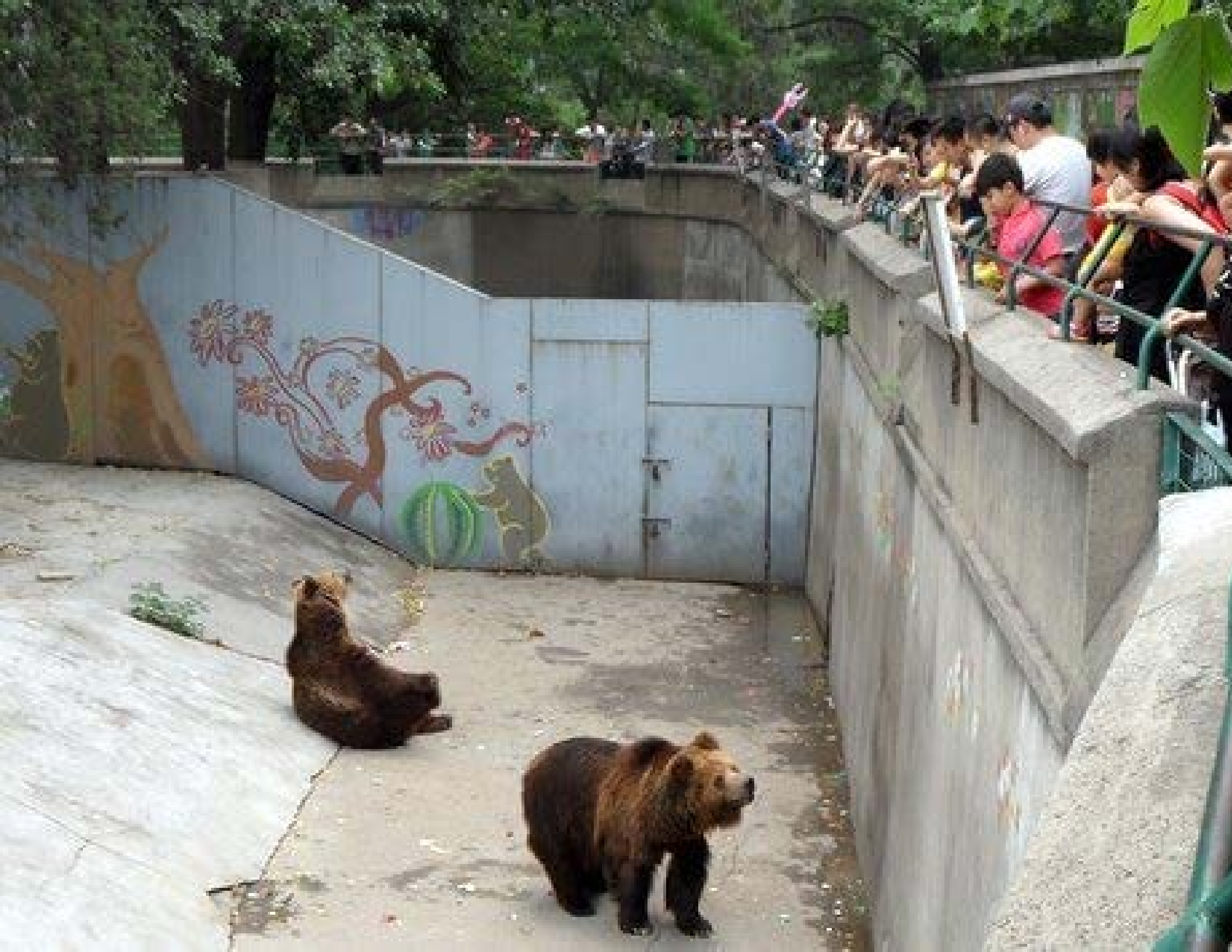






























INFORMAZIONE
SULLO STATO DI CONSERVAZIONE
DELLA SPECIE





BLACK-TAILED
PRAIRIE DOG
Cynomys ludovicianus





















