

Lesson Plan 1

Introduction to the Cheetah

CRITICAL OUTCOMES

CO #1: Identify and solve problems and make decisions using critical and creative thinking.

CO #2: Work effectively with others as members of a team, group, organisation, community.

CO #3: Organise and manage oneself and one's activities responsible and effectively.

LEARNING OUTCOMES

LO #2: The learner will know and be able to interpret and apply scientific, technological and environmental knowledge.

Process Skills:

- Observing and Comparing
- Recording Information
- Sorting and Classifying

ASSESSMENT STANDARD

- Categorises information to reduce complexity and look for patterns

TEACHING THE LESSON

Using the picture of the cheetah supplied briefly introduce the cheetah as an African predator to the learners, using the information sheet titled "Introduction to Cheetahs" found on page 6. Give a brief background to its history and behaviour, leaving out the characteristics for the activities.



ACTIVITY 1 - similarities and differences

Divide the class into groups of two or three. Using the pictures given, have the learners identify similarities and differences between the six cat species. Some examples of leading questions are offered below:

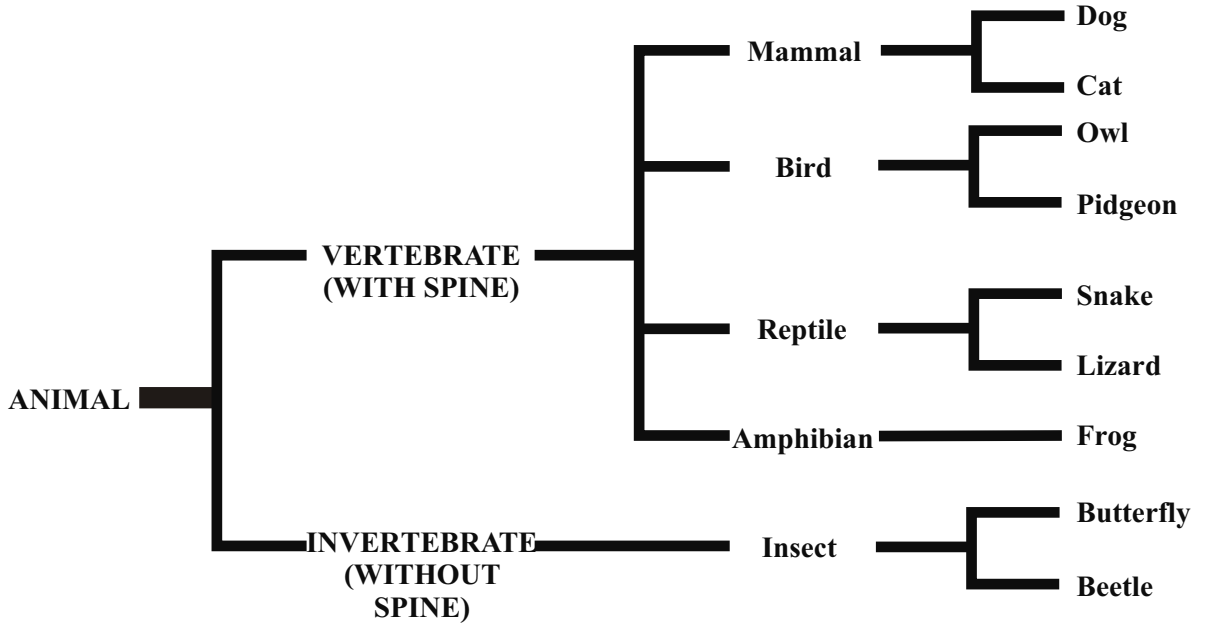
- Which cats look the same?
- Any similar patterns/shading? Body size? Body shape? Head size?
- Are their legs all the same size?

Let the learners write up their observations on a sheet of paper headed similarities and differences. Give the learners 15 minutes to complete their lists before asking for feedback. Ask each group for one similarity or differences from their list. Using the table of comparison on page 7 discuss with the learners the main differences/similarities between the six cat species.

Discuss the concept of a family tree (a method by which you show the relationship between different objects) with the learners, by developing an example as below on the board with their input.

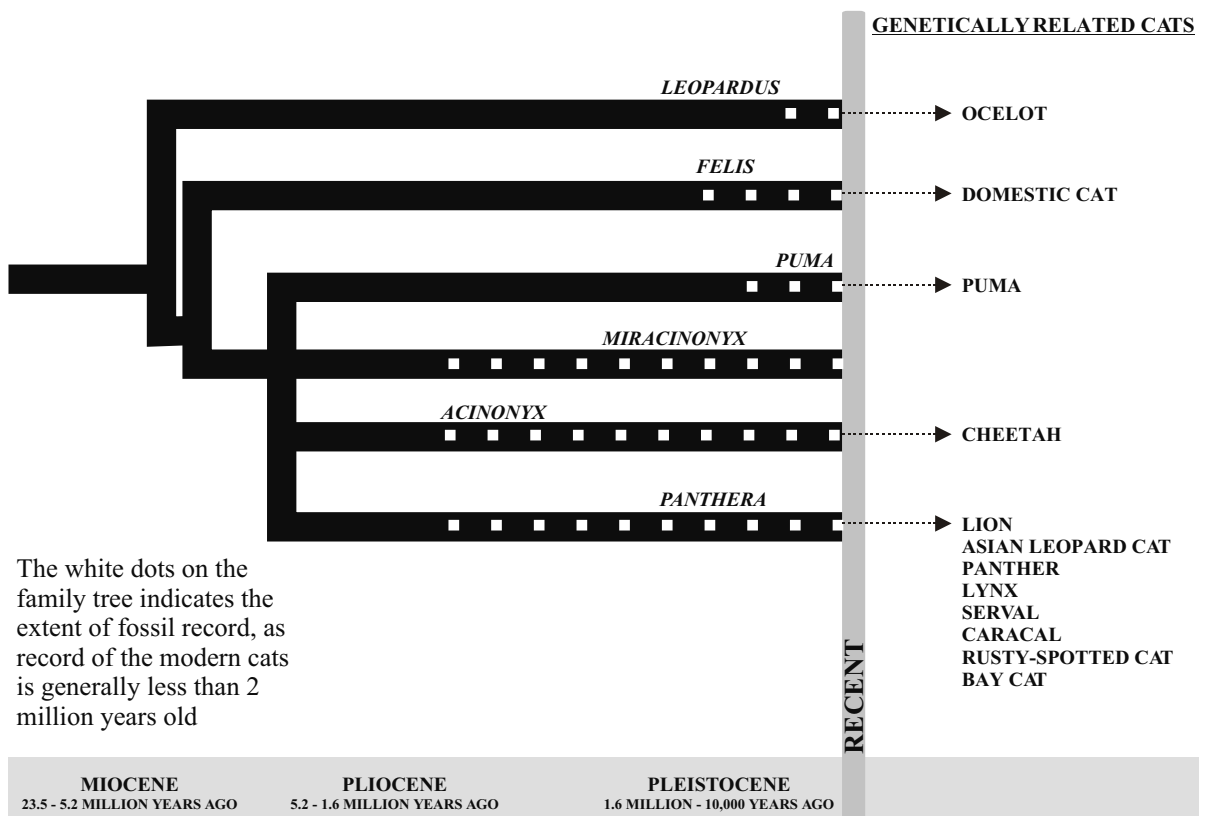


EG1: Basic Animal Family Tree



Have the learners draw up their own family tree of the cats using the similarities and differences previously identified. Give them about another 15 minutes before showing them the correct tree below.

Eg 2: THE CAT FAMILY TREE



The white dots on the family tree indicates the extent of fossil record, as record of the modern cats is generally less than 2 million years old



ASSESSMENT

Assessment Rubric for Family Tree:

1	2	3	4
The learners could not fully distinguish differences and similarities and did not show any reasoning behind their groupings. Labelling and layout were confusing.	The learners could not fully distinguish differences and similarities between the cats. The grouping showed some reasoning. Labelling and layout is poor.	Learners could distinguish differences and similarities. Learners could group cats showing good reasons. The layout however is poor and labelling is confusing.	The learner exceeded expectations in distinguishing differences and similarities and showed good reasoning behind grouping of cats. The layout is good, with clear labelling.



ACTIVITY 2 - snap game

Photostat the cards given on pages 3 and 4 so that you have 48 cards making sure you have 8 copies of all 6 cats. Divide the class into groups of four, and hand out a set of 48 cards to each group. Mix the cards and deal each learner in the group a hand of 12 cards. Starting with 2 of the four, start the game by placing one card each down, next to each other, face up so that all players can see them. The next two players in the group then place one card each on top of the two piles formed by the previous two players. At any time that these cards match, the learner, which calls snap first followed by the name of the cat gets a point. Once all the cards have been dealt, the learner with the most points wins.

Have the learners assess themselves in the group as to whether they feel capable of moving up to the next level of the game. Use the cards on page 5 to produce 24 more cards. Remove half of the cards from the previous deck making sure that you have four copies of each cat and add these to the 24 new cards. Play the games once again to see if the learners are still able to identify the different cats when they are in different positions. This game can be used to assess whether the learners can distinguish the between the six cats based on their differences and similarities.



Card Set for easier snap game







Card set for
more difficult
Snap Game:

