

# Lesson Plan 2

# Animal Behaviours

## CRITICAL OUTCOMES

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

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

**CO #4:** Collect, analyse, organise and critically evaluate information.

## LEARNING OUTCOMES

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

### Sub-Skills:

Knowledge of major ideas

Understanding of information

Interpretation of facts

Relate knowledge from several areas

## ASSESSMENT STANDARDS

Recalls meaningful information

Categorises information

Interprets information

## TEACHING THE LESSON

Review the hunting development of cub background information on page 13 through the activities, then give them the research project to assess the learners understanding of the knowledge.



### ACTIVITY 1 – lion encounter (classroom activity)

Select a number of volunteers from the class. Take the smallest volunteer separately and group the rest together. Ask the class to imagine that the front of the classroom is a savannah and the group represents a pride of lions and the individual is a cheetah. As a lone cheetah what would happen if the cheetah should try to pass through the lion's territory. Lead this into a discussion of how a cheetah must learn to interact with other predators to ensure its survival in the wild, using background information in this lesson.





## ACTIVITY 2 - outdoor activity

Using paper, create a number of cards as follows to represent various prey items: (this representation can be through various colour paper, cut-out shapes or merely the name of the prey item written down on the piece of paper) make five cards per prey item

### Prey items:

zebra  
springbok  
snake  
grass  
mouse  
flower  
hare  
kudu

Divide the class into groups, which represent the following predators: give each individual a piece of paper depicting by shape or writing, which of the following predators the individual learner represents.

Insect  
Cheetah  
Lion  
Bird

Take the group outside where you spread the prey items over an area of 20 x 20 meters. Have the class line up at one side of the area and at the count of three - traverse the area searching for appropriate prey items for the predator they represent. Once all prey items have been picked up initiate a discussion of what was picked up and why.

The insect should have grass and flowers

The bird could have flowers if a nectar feeder or a snake and mouse if it's a bird of prey (possibly the hare if the student has selected to be a bigger bird of prey)

The cheetah should have selected the springbok and hare (possibly also the mouse).

The lion should have a selection of kudu, zebra, springbok and hare.

Follow this up with a discussion of how the cheetah hunts and what this means in terms of the mother having to teach the young. Review the hunting behaviour of a cheetah using the review paragraph provided.





## RESEARCH PROJECT - it is tough in the wild

### Focus:

To compare the social interactions and relationships between the cheetah and other animals sharing its environment.

### Questions to choose from for research topic:

How does a mother teach her cubs to avoid other predators and why would this be necessary?

What survival strategies does a cub need in order to survive in the wild?

How does a cheetah cub learn to hunt?

Data should be submitted in the form of a portfolio (this may include pictures and charts). This activity can be done as an individual or as a group.

After the portfolio has been put together the topic should be presented to the rest of the class and a discussion initiated as to the social interactions in the wild. The teacher can inform the learners as to any additional information provided in the Teacher's Guide, not presented by the learners.

### Resources:

Library

Internet

Background Information from resource

Magazines

Nature Videos

Zoo or organization working with lions or cheetahs

### Pre-preparation:

The teacher should first have the facts about this research and that requires him/her to make use of resources to get information. The teacher should be able to inform the learner exactly where to find the information.



## ASSESSMENT

### Checklist for Research Project:

Assessment Statement	Yes	No
Learner completed assignment within time limit		
Learner gave title and author		
Learner gathered information from a variety of sources		
Learner used information relevant to the topic		
Presentation was neat and well laid out		
Learner gave references correctly		



### Language links:

LEARNING OUTCOMES	ASSESSMENT STANDARDS
LO3: Reading and Viewing	Selects relevant texts for information needs from a wide variety of sources
LO4: Writing	Writes informational texts expressing ideas clearly and logically for different audiences.
	Develops and organizes ideas through a writing process
	Presents work s with attention to neatness and enhanced presentation
LO6: Language Structure and Use	Works with texts

## BACKGROUND – hunting development of cubs

Chasing prey may be instinctive, but cubs must learn how to bring prey down, how to direct a bite at the throat, and how to hold victim until it stops kicking, all from watching adults.

Cubs learn the stranglehold from watching their mother kill and practice it through play by biting napes of siblings. They sometimes stop eating to imitate stranglehold on dead prey.

Mother cheetah uses every opportunity to teach offspring how to hunt by:

Releasing stranglehold of prey not yet dead and letting cubs finish it off.

Bringing small live animals (fawns, hares, etc.) back to cubs as young as 4 months old to kill.

Cubs begin accompanying mother on hunts from 3 to 4 months. She conceals them when prey is spotted and induces them through vocalizations to remain hidden. If hunt is successful, she calls them to the kill.

### Did you know?

Cubs join their mother on hunts from 3 to 4 months old

Occasionally, cubs will alert the prey by standing up or moving forward too soon. Cubs start taking a more active role in the hunt from 6 to 7 months and will sometimes follow mother during chase, not staying behind to be called. While mother is strangling prey, they may help by holding the animal down with paws or with a bite to the flank, or will start eating immediately.

Cubs will attempt catching and killing small animals on their own from 7 months with little success. They may occasionally catch and kill hares they have flushed out.

By 12 to 14 months, cubs are capable of killing prey themselves. At 15 months, cubs are as big or bigger than mother, and often take initiative in hunt though they may still need assistance from mother with the actual kill. By 16 to 18 months, cubs are almost fully grown and can usually survive on their own.

Mistakes made by cubs learning to hunt on their own include:

Not being properly concealed from prey.

Not watching prey closely enough.

Stalking animals too large for them.

During this time period the mother will also be teaching the cubs to avoid other predators in the area such as lion, leopard, baboon etc. Due to their delicate build for running, cheetah are very vulnerable to injury in a fight and so will prefer to avoid confrontation with a larger predator.

