

# Survival

## Post-Program Activity

### Grades 9-12



**Objective:** Students will identify and describe adaptations that would help an animal survive in a particular habitat.

#### Sunshine State Standards:

- **SC.912.L.15.6** Discuss distinguishing characteristics of the domains and kingdoms of living organisms.
- **LA.910.5.2.1** The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation)
- **LA.1112.5.2.1** The student will demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by critically evaluating and analyzing oral presentations

#### Materials:

- Nonfiction books about animals
- Index cards
- Paper
- Pencils, crayons or markers

**Overview:** Students trade animal features to create an animal that would be able to survive in a particular habitat.

#### Procedure:

- Discuss with students that every part of an animal is specially adapted to help it survive (for example, a frog's skin, eyes, body shape, toes, tongue and legs are all important to its survival)
- Put students into small groups and assign each group a different animal feature (tails, teeth, covering, etc.). Hand out five or six index cards to each group (use a different color for each group if possible).
- Have each group research their feature and list one different type of adaptation within their category on each of their cards (for example, a group doing animal coverings could put feathers on one card, scales on another, and an exoskeleton on another)
- Assign each group a different habitat and tell them they are going to be putting together an animal capable of surviving in that habitat by trading the cards they made with other groups.
- Allow time for card trading and then have each group invent an animal that has the adaptations they ended up with – tell them they don't have to use all the adaptations, but they cannot give their animal any characteristics they don't have cards for (unless it is from a category that no cards were made for)
- Have each group present a picture of their animal and explain how it survives in its environment. Let the rest of the class ask questions and then have them decide whether they think the animal would really survive.
- Ask the students whether it was easy or difficult to get the adaptations they needed. Point out that in the animal kingdom, over time some animals have "given up" one type of adaptation in order to improve a different one. For example, a turtle's strong shell provides protection but also prevents it from moving quickly.