



Exhibit Design

Grade Level

Grade 1

Objectives

This activity is designed to help your at-home student(s) recognize themselves as scientists and think critically about problem-solving. The goal is to help students understand the importance of creating a zoo exhibit that meets all the needs of an animal. As with all lessons provided, please feel free to adapt them according to your students' abilities. Take these ideas, make them your own and your at-home students will have a greater chance at success.

How does the understanding of basic needs and behavior of an animal help with the design of its zoo habitat?

Procedures

1. Begin this lesson by telling your at-home student they have been tasked with designing a new animal habitat at the Zoo. They will be investigating all the elements that go into designing a good exhibit. They will be paying special attention to the basic needs and behavior of the animal(s) that will live in this new habitat.
2. Using Cleveland Metroparks Zoo's Online Resource Library at <http://resourcelibrary.clemetzoo.com>, allow your at-home student to choose an animal for which they will design a new habitat. They can choose an animal already at the Zoo or another animal if they prefer. Exploring the animal fact sheets and the animal videos in the Online Resource Library, or by using other resources, your student should learn all they can about the basic needs and natural behaviors of their chosen animal.
3. Together, take notes on what is learned about the animal. Be sure to call attention to behavioral observations made while watching the videos as those behaviors are important to consider when designing a habitat. While exploring the animal fact sheets and/or other outside resources, also consider the animal's diet, space use, if it lives in a group or is solitary, preferred climate, shelter, water needs etc. A good zoo animal habitat must meet all the animals' needs.

4. Continue with the above discussion and encourage your student to imagine what a habitat might need to include in order to suit the animal they selected. Allow a wide variety of ideas and encourage conversation to refine the details of their ideas.
6. Encourage your at-home student think about what other considerations might need to be made in their exhibit design. By this point they should already have the animal behaviors and basic needs accounted for, but what needs might people have at this exhibit? What do the guests want or need when visiting? What might the animal care or veterinary teams need in this space to provide proper care to the animals? What changes or additions might the students want to make to their design to accommodate these human needs? Allow a wide variety of ideas and encourage conversation to refine the details of their ideas.
7. Have your student work to develop a graphic representation of their designed exhibit. This can be as simple as a drawing or as complex as a model or diorama. Review the basic needs of all living things (food, water, shelter and space) with your student to make sure they are all included in their habitat. Remind them that, like all exhibit designers, they need to be able to give reasons for why exhibit elements were added to the design.
8. Conclude the lesson by looking back at the original research question. What did the information collected tell your at-home student about their chosen animal, and how did it help them to approach their design?

Standards

Ohio Academic Content Standards
Grade 1 Life Science Topic: Basic Needs of Living Things Living things only survive in environments that meet their needs.