



## Frisch's Outreach: Creepy, But Cool! (Grades 1-3) Extensions

### At a glance

This program will help students discover that animals have very unique adaptations that some people may find disturbing yet those very same adaptations enable these animals to make important contributions to our world.

### Time requirement

1 session(s) of 45 minutes

### Group size and grades

Group size (1-30 students/in each group)  
Grades 1-3

### Goal

This program is designed to familiarize students with the many different adaptations some animals possess.

### Objectives

1. Students will be able to discover and name the adaptations of some introduced animals.
2. Students will be able to state how those adaptations enable the animals to survive.
3. Students will be able to tell how some animals, who possess what some people find disturbing attributes, have a vital role in our world.

### Theme

Some animals possess adaptations that some people find disturbing.

### Sub-themes

1. Animals possess very unique adaptations that aid them in survival.
2. Some animals possess specific adaptations that may seem disturbing or even frightening to some people.
3. Knowledge about individual animal's adaptations will reveal how important those adaptations are to the animal's survival.
4. Each living thing is intricately connected to the natural balance of our world.

## Academic standards

Ohio Science Academic Content Standards	Science Life Science <i>Grade One</i> Characteristics & Structure of Life 1,3 Diversity & Interdependence of Life 4 <i>Grade Two</i> Characteristic & Structure of Life 1,6 <i>Grade Three</i> Diversity & Interdependence of Life 2,3
Kentucky Core Content— Science	Life Science: Grades Primary through 4: <i>The Characteristics of Organisms: SC-E-3.1.2, SC-E-3.1.3</i>

### Background

In our culture, we can find many examples of peoples’ feelings toward animals. Some animals elicit a loving or nurturing response while others cause some people to recoil in fear or disgust.

Many times it is the animal’s appearance or behavior that causes a negative reaction from people. Misinformation, misunderstanding, or negative experiences cause some animals to suffer not only from people’s lack of knowledge about their needs for survival but at times it may cost them their lives.

Knowledge about animals, their unique adaptations and their important contributions to our world can do much to reverse unpleasant feelings or adverse reactions to all living things. Understanding can help us realize that all species have unique roles and importance in our world.

### Vocabulary

*Adaptation*(n) a body part or behavior that helps an animal survive

*Antenna* (n)-singular (*antennae*-pl) one pair of slender movable segmented

sensory organs on the head of insects and crustaceans

*Constrict* (v)-to compress or squeeze

*Decomposer* (n)-any of various organisms that return constituent substances to ecological cycles by feeding on and breaking down dead materials

*Exoskeleton* (n)-an external supportive covering of an animal

*Jacobson’s Organ* (n)-region of chemically sensitive nerve endings in the oral cavity of many vertebrate animals (mostly reptiles and amphibians) to detect scent

*Scat* (n) fecal dropping of an animal

*Venom* (n)-a poisonous matter normally secreted by some animals and transmitted to prey or enemy chiefly by biting or stinging

*Venomous* (adj)- full of venom



## Assessment

*Unsatisfactory*—student seems uninterested, does not participate, and does not answer questions

*Satisfactory*—student seems somewhat interested, participates to some degree, and attempts to answer questions when asked

*Excellent*—student seems very interested; participates willingly in all activities, and answers questions. Student offers his or her own questions.

## Extension

And The Winner Is.....!  
Organize a class or school wide “Beauty Contest”. Through research find the contestants, but they must be animals (photos, drawings, sculptures, etc.) that people may find “Creepy”. During the contest try to creatively let everyone know what each animal looks like. Also, be sure to creatively give each contestant a chance to show their wonderful attributes (how they move, eat, defend themselves, and especially how they benefit our natural world). Give everyone the chance to vote. You may even want to define categories so to have many “winners”!

Design a Critter!  
Make a new animal through drawing, painting, sculpture, or even a written description! What kind of adaptations will your animal possess? Would some people consider your animal “Creepy”? Is your animal truly “Cool”? How does your animal’s adaptations help it survive? How does your animal help the natural balance in our world?

It’s Not Easy Being Me!  
Become a “Creepy” animal. You may need to research about some details of your way of life. Write about your life and try to describe what you must do to survive! Convince people that you really are COOL!

## Resources

Louv, Richard. Last Child in the Woods: Saving Our Children From Nature Deficit Disorder. Algonquin Books, 2005.

### Websites:

ALA’s Great Websites for Kids:  
Animals

<http://www.ala.org/gwstemplate.cfm?section=greatwebsites&template=/cfapps/gws/displaysection.cfm&sec=1>

Awesome Library – Kids

<http://www.awesomelibrary.org/Classroom/Science/Animals/Animals.html>

Awesome Library – Teachers

<http://www.awesomelibrary.org/Classroom/Science/Animals/Animals.html>

Cincinnati Zoo & Botanical Garden

[www.cincinnati-zoo.org](http://www.cincinnati-zoo.org)

ENature

[www.enature.com](http://www.enature.com)

Internet Public Library/Kidspage/

Animals (comprehensive listing)

<http://www.ipl.org/kidspage/browse/mas4500>

National Geographic: Animals

<http://www3.nationalgeographic.com/animals/>