



# Animal Walks 1



Number one in a series of four lessons

- **Animal walks 1**
- Animal walks 2: footprints
- Animal walks 3: painting the tracks
- Animal walks 4: stories of the tracks

## CURRICULUM INFORMATION

### PHASE OF DEVELOPMENT

Early Childhood (typically ages 4 – 8 years)	Middle Childhood (typically ages 9 – 12 years)	Early Adolescence (typically ages 13 – 15 years)	Late Adolescence (typically 15+ years)
✓			

### MAJOR LEARNING AREAS

The Arts	English	H & PE	LOTE	Mathematics	Science	S & E	T & E
✓		✓			✓	✓	

### VALUES

Pursuit of knowledge & commitment to achievement of potential	Self acceptance & respect of self	Respect & concern for others & their rights	Social & civic responsibility	Environmental responsibility
✓				✓

## TOPIC INFORMATION

### PURPOSE

To provide opportunities for students to:

- learn about different animals found in their local area,
- learn about different ways animals move around,
- follow instructions to correctly imitate an animal movement,
- exercise as a group while learning about animal walks, and
- discover the animals that traditional Aboriginal people had in their lives.

### STUDENT OUTCOMES

Students discuss and act out different movements made by animals in their local area.

K-10 Overviews:

#### Science, Life and Living:

Structure and Function- Living things have different features

#### Society and Environment/Place and Space

Social science discipline focus: Geography – have a broad understanding about features of the local area.

#### Health and Physical Education

Physical activity contexts – fundamental movement skills (locomotor skills, body management skills)





## KEY BACKGROUND POINTS

Animals are a very important part of Aboriginal history and culture. Animal movements are shown through dance, paintings and stories passed on through generations. This lesson should culminate in identifying animals that would have been part of the traditional Aboriginal way of life.

By learning different ways animals walk or move around, students will also learn more about the animal, and how different each animal is. This activity is also useful to help students improve their gross motor and coordination skills.

Suggested animal movements:

- Snake – lie on the ground and use your arms and legs to help you ‘slither’ across the room.
- Bush turkey – stand up with your arms positioned like wings. Lift your legs up high and place feet down carefully as you walk.
- Horse – walk on all fours on the ground. Hold your head high as you do this.
- Cow – walk on all fours on the ground. Walk slowly and sway slightly from side to side as you move.
- Crocodile – lie out flat on the ground. Move your arms and legs to propel you and move across the rooms. Sit quietly watching before you make sudden movements.
- Tata lizard – lie on your stomach on the floor with your upper body slightly raised as you prop yourself up on your arms. Alternate lifting your hands one at a time like the tata lizard. Use your hands to help you move across the room this way.

## CULTURAL & PROTOCOL CONSIDERATIONS

Consult the AIEO or local Aboriginal people about animals local to the area. Discuss which animals are appropriate to use with all children in the class. Differentiate between domestic animals, introduced animals and native animals.

## TEACHING AND LEARNING STRATEGIES

### TEACHING RESOURCES

- cards showing pictures of animals (range of native, introduced and domestic animals)
- ‘lucky dip’ bag to hold cards

### LESSON STEPS

#### Preparation:

- **Plan** your lessons in consultation with your AIEO, Aboriginal staff members, and/or the Aboriginal Education team at the DEO. They can help you with information and resources.
- **Ask** your AIEO and/or Aboriginal staff members or community members (including parents of students) to participate in your lessons to demonstrate animal movements to the children.
- **Practise** yourself doing animal walks. Also practise how you will describe the moves to the children in order for them to follow correctly.
- **Think** of which animals would be best to do. Which ones are most common in your area? Which are native, introduced or domestic animals? Which ones are appropriate to use with the students in your class? (Consult the AIEO for this).

#### Implementation

##### Whole Class

- **Show** the children between two and five different animal walks.
- **Give** them time to practice each of the walks. You could also make it into a guessing game: act out an animal walk and see if they can guess which animal you are being.
- **After** you have had time to practice, play a game where the children have to act the animal which you call out. It may be fun to have a ‘lucky dip’ bag with the photos of the animals you are imitating. The students can take turns pulling a card out and instructing the class which animal they have to act as.





### Small Groups:

- One child pulls out a card but does not show it to the other children.
- The child then acts out that animal and the rest of the group have to guess which animal it is. If this is difficult for the group to guess, they may ask one question each, for example 'Does the animal live in a tree? Or 'Does the animal have a long tail?' to help them guess which animal it is.

Another game to play in small groups is for one child to think of an animal (they can think of their own if they wish, or otherwise draw a card out of the lucky dip bag). The child then has to 'be the teacher' and instruct the other children in the group how to move like that animal. Encourage them to use descriptive words as they explain to the other children.

### Whole Class:

- **List** animals children have imitated, on board.
- **Introduce** the terms: native, introduced, and domestic, and their meanings.
- **Choose** a colour for each term and underline animals' names to indicate the category they belong to.
- **Ask** children which category has been in WA for the longest time, and encourage class discussion of the animals that traditional Aboriginal people would have known as part of their lives.

### ASSESSMENT

- **Observe** level of participation and attentiveness.
- **Observe** and record student's ability to remember which animal walk they need to do for each different animal.
- **Observe** student's ability to follow instructions in order to correctly imitate an animal movement.

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