

## Animals: Ecosystems, Interdependence and the Environment handling resource



**PRIMARY** 

## **GROUP LEADER INFORMATION**

(PRIMARY CLASSES)

#### ANIMALS: ECOSYSTEMS, INTERDEPENDENCE AND THE ENVIRONMENT

This pack outlines the contents of the self-led handling box and how the box will be laid out during your session. It contains additional information on the objects, suggested discussion points, and the Curriculum for Excellence's Experience and Outcomes. Notes for pupils can also be found in this pack.

#### **CONTENTS OF THE BOX**

The objects in this box are split into four categories. **Each category represents a different ecosystem from around the world**. The objects represent different animals who live within that ecosystem and who link up to each other within a food web. We have provided suggested **activities and discussion points**, but you may want to develop your own activities based on the work you are doing in class around this topic.

#### **PRACTICALITIES**

On the day, you should ensure pupils are in up to four groups, with an adult helping each group or moving between them. The room you are using will be set out with the objects at four sets of tables.

Seat each group at a table, it is up to you whether you wish them to stay at the one table throughout the session or rotate to all of the tables. **On each table, you will find the objects, plus notes for pupils**.

#### THE OBJECTS ON THE TABLE ARE REAL

Please ensure pupils and adults are sensible and **handle these objects with care** keeping them over the tables with protective plastazote foam. If pupils or adults think they might be allergic to an object there are sinks at the back of the room to wash hands and gloves which can be used. **Contact information for a first aider is also written on the wall above the phone**.

Distribution maps are an approximation as animal populations can move and fluctuate.

The vulnerability status on the specimen notes is based on the **IUCN Red List**. The IUCN Red List of Threatened Species widely accepted as the most comprehensive and objective approach to monitoring the conservation status of animals and plants across the world. **The status reflects world populations, not those of individual ecosystems**.

GROUP LEADER NOTES I PRIMARY 1

## **ACTIVITIES AND DISCUSSION**

We suggest you work through these activities together as a class. There is additional information that you may wish to share with your group in the coloured boxes.

#### **IDENTIFICATION OF OBJECTS**

Recall knowledge to identify.

Is the specimen what they expected? How/Why?

Start your session with pupils **exploring the objects on the table** in front of them. The objects can be referred to as **specimens**. Each specimen is from an animal which has a **fact file on the table**. Specimens are not labelled.

Ask the pupils to look carefully at each specimen and read the fact files in the centre of the table. Can they use the information in the fact file and recalled knowledge to identify each of the specimens? Is the specimen what they expected that animal or part of animal to look like? In what ways?

#### **FOOD WEBS**

#### SCOTTISH WOODLAND ECOSYSTEM

Wolves were hunted to extinction in Scotland over 300 years ago. How has this changed our ecosystem and what benefits or problems might there be if they were to be reintroduced? (Reduction in deer populations leading to an increasing in plant life which would in turn benefit birdlife and insects/ threat to livestock).

Each table has a food web for that particular ecosystem with some species missing. Arrows point in the direction of energy travel (prey  $\rightarrow$  predator).

- Ask pupils to study the food webs and decide where the species represented on their table would fit.
- How would the food web be affected if a species was missing?
- How would the food web be affected if a new species was introduced or an old, missing one introduced? For this question, you can show the Scottish Woodland group the wolf skull and talk to the Tropical Reef group about plankton.
- Ecosystems are extremely complex and these food webs show only a select few species for the area. As a result some primary or secondary consumers may appear to have no predators. You can ask pupils what they think these predators may be, as an extension activity.
- Even apex predators can find themselves as prey if injured or very young.

#### TROPICAL CORAL REEF ECOSYSTEM

Plankton: There are two types of plankton: zooplankton and phytoplankton. Zooplankton are microscopic animals that feed on phytoplankton. Phytoplankton are microscopic plants that get their energy from the sun.

#### **EVOLUTION AND ADAPTATION**

#### AFRICAN SAVANNAH ECOSYSTEM

Broad-banded Green Swallowtail Butterfly Ask pupils why this butterfly is so colourful. Would its bright colours help it to camouflage or are they more likely to be a warning or to attract a mate? Red and orange are usually warning markers.

- What adaptations does each species have to help it survive and thrive in its ecosystem? (Teeth, camouflage, horns/antlers etc).
  For an example of how to talk to the pupils about this see the information in the box.
- In what way might species **evolve or adapt** in the future if the ecosystems change? To stretch pupils, ask about slow change such as climate change and more rapid change such as deforestation.

## **CONTENTS**



- Red Squirrel pelt
- Red Deer antler
- European Badger skull
- European Hedgehog skeleton
- Red Fox skull
- Two Banded Longhorn Beetle
- Grey Wolf skull
- Scots Pine
- Rowan



- Leopard pelt
- Skink skeleton
- Long Tailed Macaque skull (replica)
- Giant Centipede
- Jungle Nymph
- Klugia
- Wild Ginger



- African Elephant tooth
- Lion skull (replicα)
- Ostrich feather
- Roan Antelope horn
- Broad-banded Green Swallowtail Butterfly
- Umbrella Thorn Acacia (image only)



- Bull Shark jaw
- Sawfish snout
- Triton shell
- Hawksbill Turtle shell
- Porcupinefish
- Staghorn Coral

## **CURRICULUM LINKS**



Below are the curriculum links for the suggested activities within this box.

#### LITERACY

#### **FIRST SECOND**

When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. LIT 1-02a

When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. LIT 2-02a

To help me develop an informed view, I am learning to recognise the difference between fact and opinion. LIT 1-08a

To help me develop an informed view, I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and how useful these are. LIT 2-08a

Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. LIT 2-14a



#### **MATHEMATICS**

#### **FIRST**

#### **SECOND**

Having investigated where, why and how scale is used and expressed, I can apply my understanding to interpret simple models, maps and plans. MTH 2-17d



#### **SCIENCES**

#### **FIRST**

#### **SECOND**

I can explore examples of food chains and show an appreciation of how animals and plants depend on each other for food. SCN 1-02α

I can identify and classify examples of living things, past and present, to help me appreciate their diversity. I can relate physical and behavioural characteristics to their survival or extinction. SCN 2-01a

I can use my knowledge of the interactions and energy flow between plants and animals in ecosystems, food chains and webs. I have contributed to the design or conservation of a wildlife area. SCN 2-02a





"Two- banded Longhorn Beetle Rhagium bifasciatum" by gailhampshire is licensed under CC BY 2.0.



#### HABITAT:

- Two-banded longhorn beetles are found throughout Europe. They are widespread in Scotland.
- They are often found in woodland.



DIET: The adults lay their eggs in dead trees and the young larvae eat the wood making small holes.



FOOD CHAIN: Insects are at risk from predators such as birds or small mammals.



SIZE: They grow up to 2cm long.







LOCATION



NOT EVALUATED















EXTINCT

















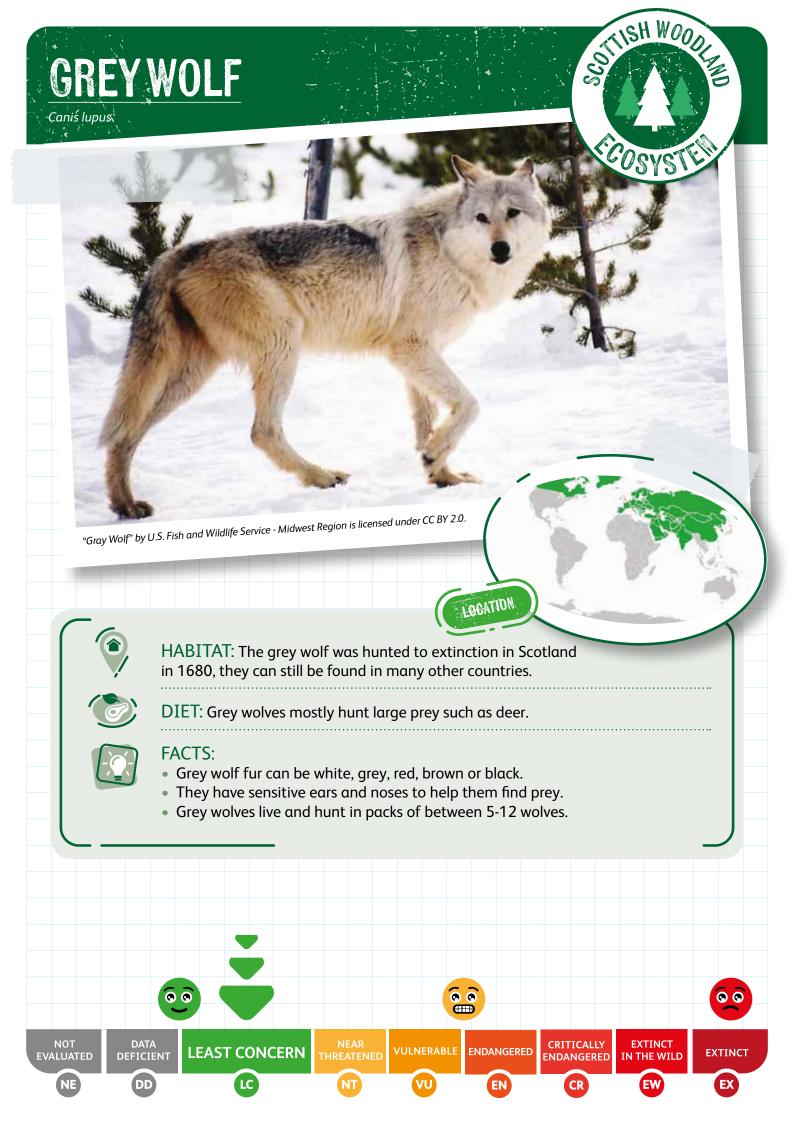














DATA DEFICIENT









EX







"Sorbus aucuparia" by douneika is licensed under CC BY-NC-SA 2.0.



HABITAT: Rowans are native throughout Britain and Ireland.



FOOD CHAIN: It grows bright red berries in the late summer which are eaten by birds such as chaffinches, siskins and blackbirds.

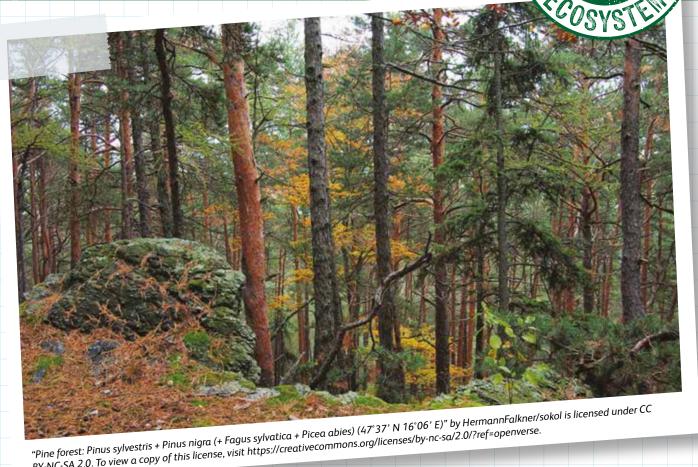


SIZE: It can grow between 10-15m.



- Birds scatter the Rowan seeds in their droppings.
- Rowan is a deciduous tree meaning it loses its leaves in the winter and grows new ones in the spring.

## SCOTS PINE



TISH WOOD

Fille Julest. Fillus sylvestils & Fillus Tilgita (# Lagus sylvatica & Filed ables) (#7-3). It to book for by Fielliam additions BY-NC-SA 2.0. To view a copy of this license, visit https://creativecommons.org/licenses/by-nc-sa/2.0/?ref=openverse.



HABITAT: Scots Pine used to be found throughout Britain but warmer temperatures in the last few thousand years mean that it is now mostly found in Scotland and not further South.

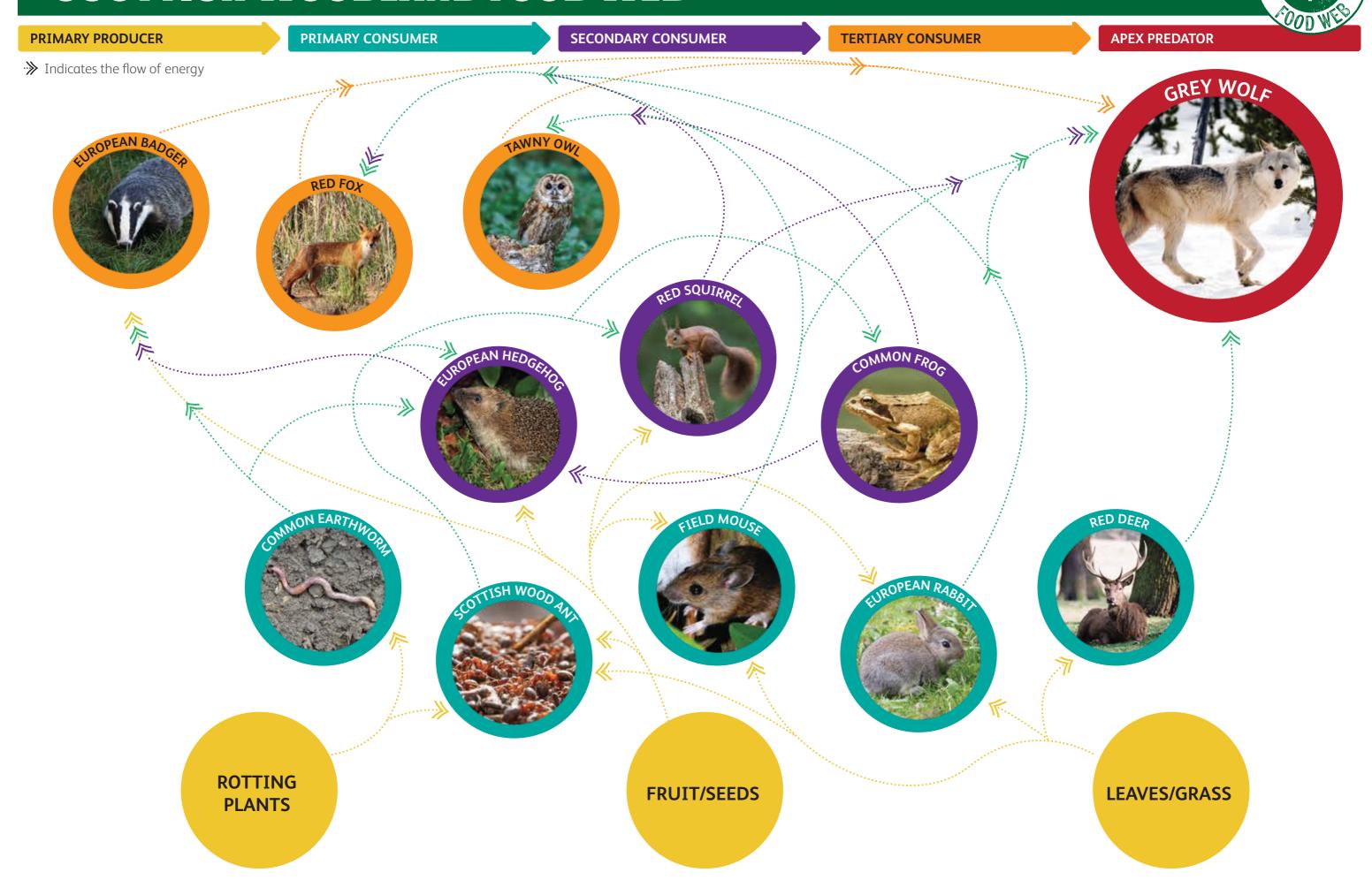


SIZE: It can grow up to 40m tall.



- Scots Pine is an evergreen conifer meaning it has needles for leaves, the seeds are cones, and it does not lose its leaves in winter.
- The tree seals damage to its trunk, often caused by insects, with a sticky sap.

# SCOTTISH WOODLAND FOOD WEB









"Roan Antelope (Hippotragus equinus) in Mokala savanna ..." by berniedup is licensed under CC BY-SA 2.0.





HABITAT: These antelope live across the savannahs of Africa.



DIET: Antelope eat long grass and occasionally shrubs and seeds.



**FOOD CHAIN:** Roan antelope are prey for lions, leopards, cheetahs and painted wolves.



#### **FACTS**:

- Antelope have large curved horns.
- Roan antelope usually live in herds of between 5-35.









NOT EVALUATED DATA DEFICIEN T

**LEAST CONCERN** 



VULNERABLE

ENDANGERED

CRITICALLY ENDANGERED

EXTINCT IN THE WILD

EXTINCT

DD

LC



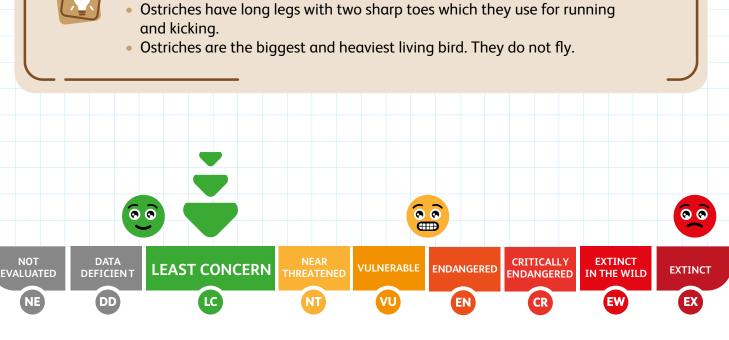














### BROAD-BANDED GREEN SWALLOWTAIL BUTTERFLY

Papilio bromius





Broad-banded Green Swallowtail Butterfly





#### HABITAT:

- These butterflies live across Sub-Saharan Africa.
- The best places for them to live are areas with some trees so they can get small amounts of water from the trees.



DIET: The caterpillars eat citrus and other plants.



FOOD CHAIN: Butterflies can be eaten by ants, snakes, birds and even monkeys!



FACTS: Butterflies can be colourful for all sorts of reasons including camouflage, warning other animals away and attracting other butterflies.

















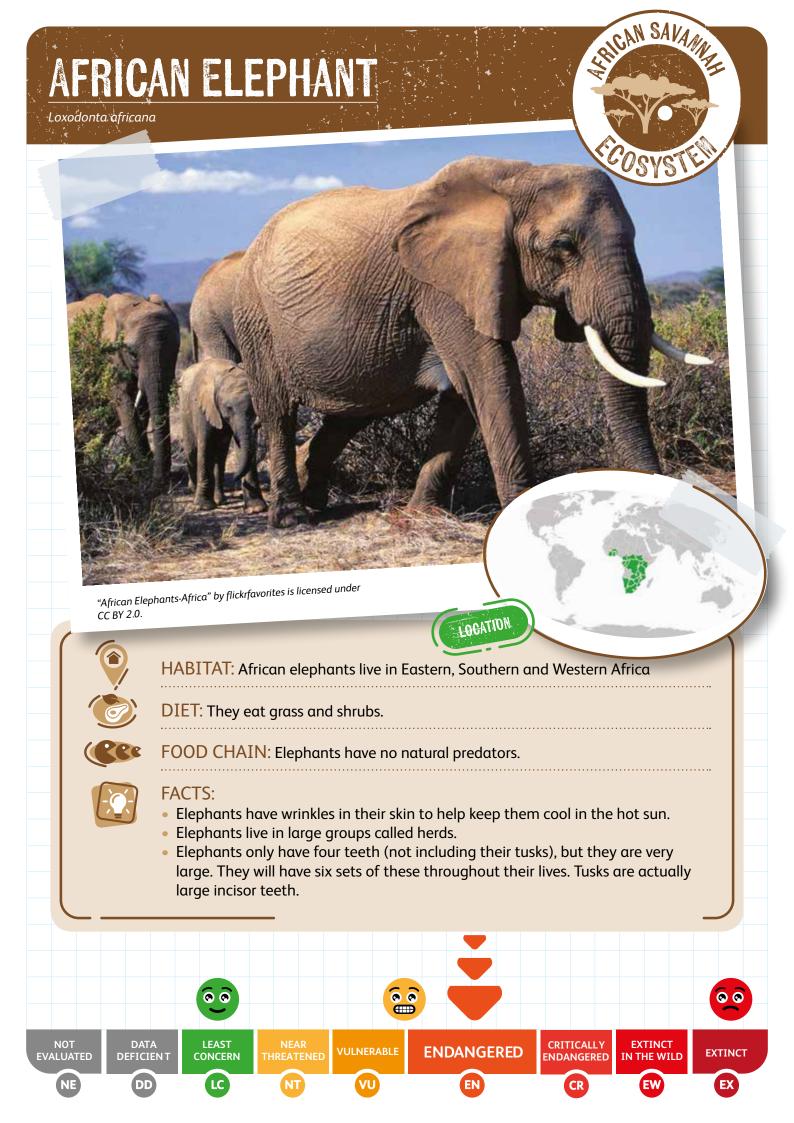




EN

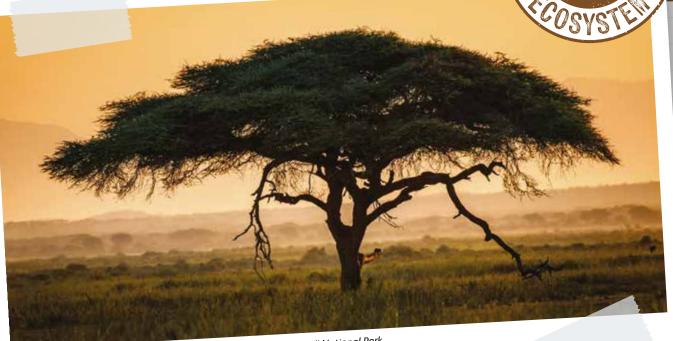








Vachellia tortilis



CAN SAVANNY

"Umbrella thorn acacia tree (Vachellia tortilis) at sunrise in Amboseli National Park, Kenya, East Africa" by diana\_robinson is licensed under CC BY-NC-ND 2.0.



HABITAT: They grow in the African savannah where there can be as little as 4cm of rainfall a year.



FOOD CHAIN: Acacia leaves are one of the favourite foods of giraffes. Giraffes have long rubbery tongues which can reach round the thorns and allow them to reach the leaves unharmed.

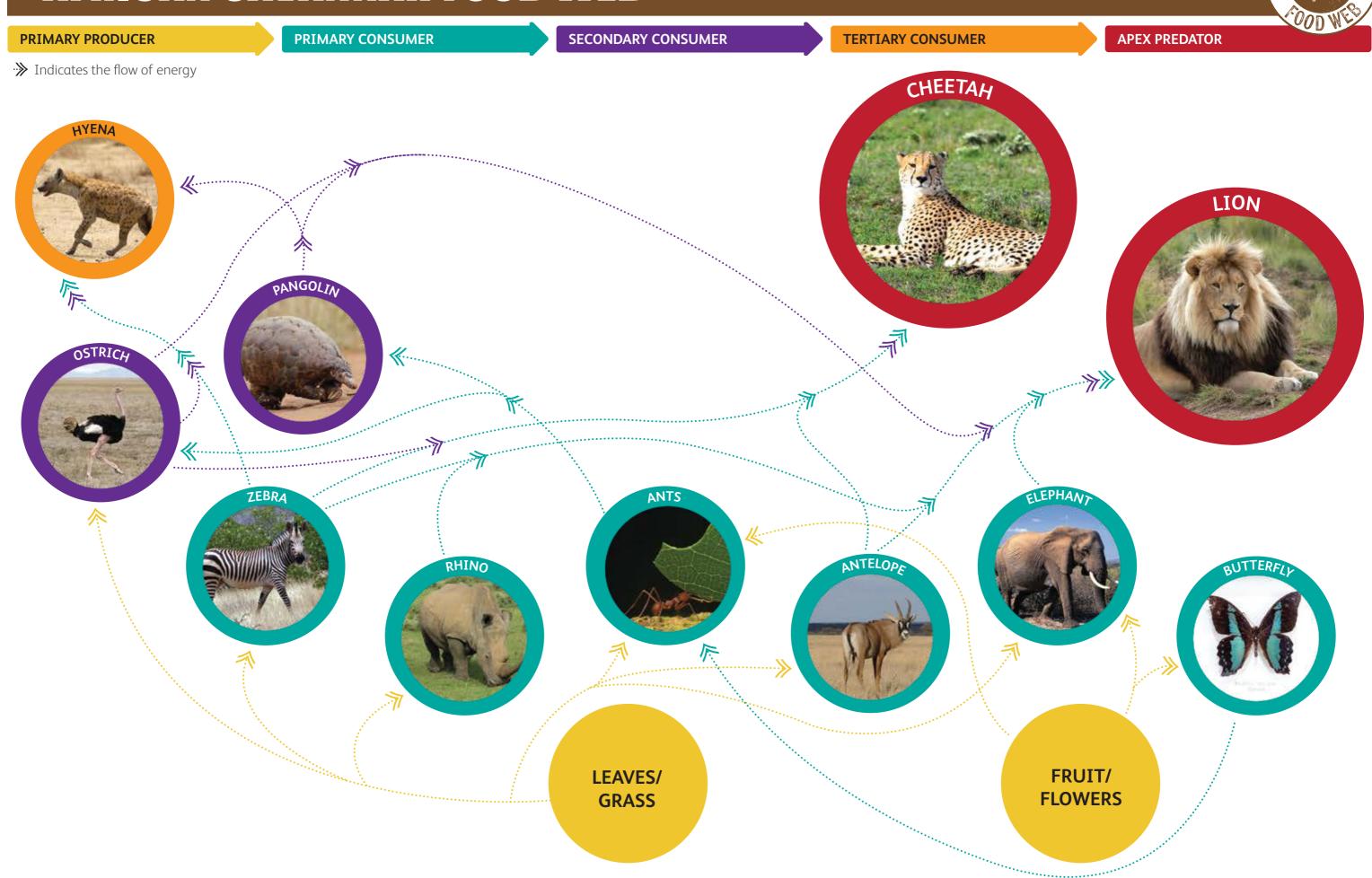


SIZE: These trees were given their name due to their shape. They can grow up to 20 meters high.



- It has two types of thorn, both straight and hooked, to try and protect its leaves from herbivores. Thorns can be up to 5cm long.
- Some species of acacia have a symbiotic relationship with ants. The ants live in the trees and are protected by the thorns, but if the tree is disturbed the ants swarm out and bite the attacker therefore protecting the tree.

## AFRICAN SAVANNAH FOOD WEB





Carcharhinus Leucas





HABITAT: Bull sharks live in the shallow waters around the coast as well as in rivers and estuaries.

LOCATION



DIET: They eat a huge variety of things including fish, turtles, birds, other sharks and even land animals.



FOOD CHAIN: Nothing eats bull sharks, they are top of the food chain.



SIZE: They are 2–2.5m long which is about as tall as an adult human with their hands in the air.



FACTS: Sharks can keep replacing their teeth and can grow up to 20,000 throughout their lives.









NOT EVALUATED

DATA DEFICIENT LEAST CONCERN NEAR HREATENED

**VULNERABLE** 

ENDANGERED

CRITICALLY ENDANGERED

EXTINCT IN THE WILD

SICAL CORAL

EXTINCT

(E) D



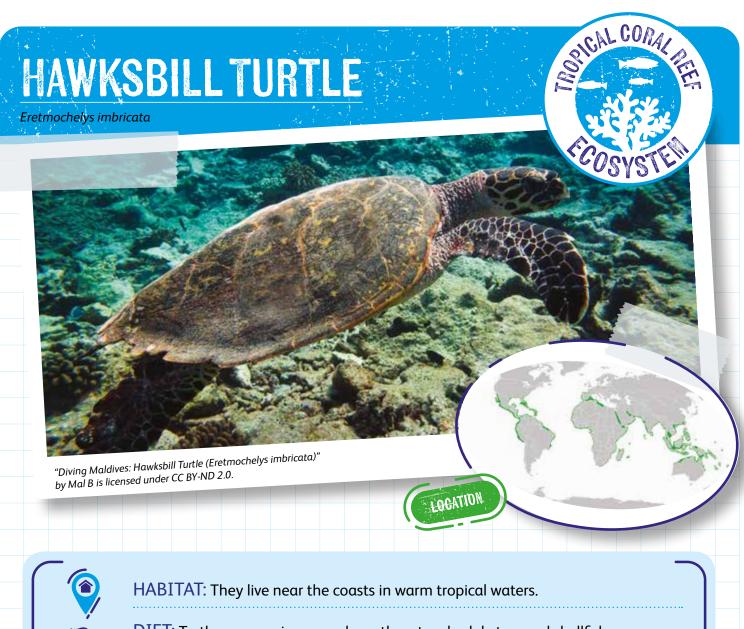














DIET: Turtles are carnivores and mostly eat crabs, lobsters and shellfish.



FOOD CHAIN: Several large species of sharks eat turtles.



SIZE: Hawksbill turtles are one metre long, the same distance as from the floor to a door handle.



FACTS: Turtles cannot hide inside their shells but it does give them protection from predators.









NOT EVALUATED DATA DEFICIENT

LEAST CONCERN NEAR HREATENED

VULNERABLE

ENDANGERED

CRITICALLY ENDANGERED

EXTINCT IN THE WILD

EXTINCT

EX

IE (





















HABITAT: Triton snails live in ocean habitats all over the world.



DIET: Tritons are carnivores and eat other marine snails and starfish.



FOOD CHAIN: It is eaten by large fish (such as wrasse), large hermit crabs and some octopus.



SIZE: Tritons can grow to about 30cm long, which is as long as a ruler.



FACTS: It has paralysing saliva which means it can immobilise prey to eat at its leisure.

















EX

00







LC











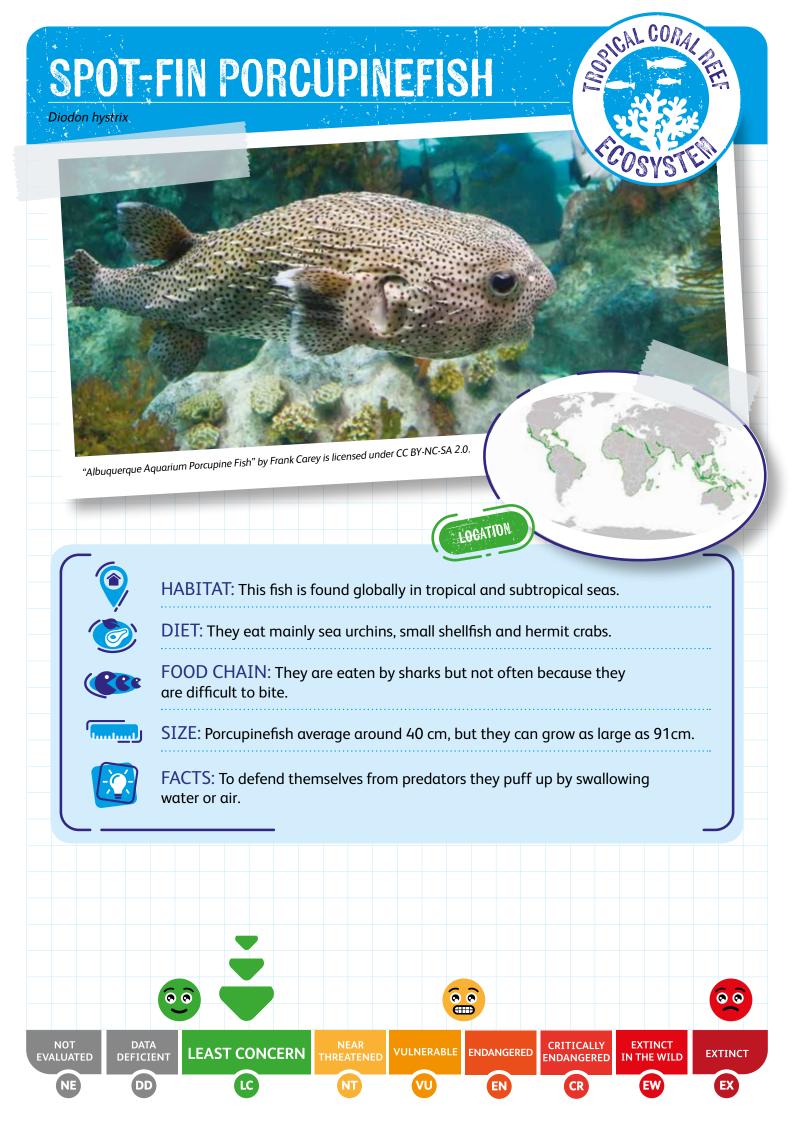














NOT EVALUATED DATA DEFICIENT LEAST CONCERN

NEAR THREATENED

VULNERABLE

ENDANGERED

CRITICALLY ENDANGERED

EXTINCT IN THE WILD

EXTINCT















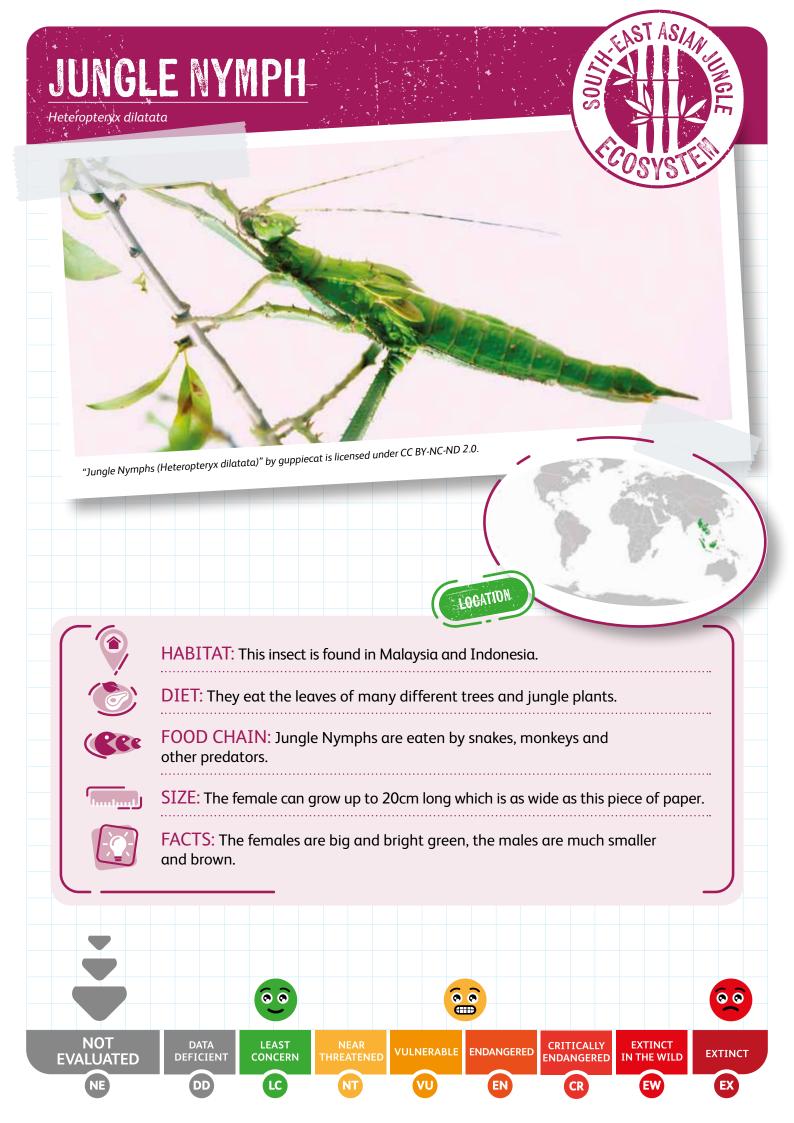


## TROPICAL REEF FOOD WEB

PRIMARY PRODUCER SECONDARY CONSUMER TERTIARY CONSUMER PRIMARY CONSUMER **APEX PREDATOR** ·> Indicates the flow of energy BULL SHARK TRITON **{{**{-}**{{**{...}}} CORAL **ROTTING PLANKTON ALGAE PLANTS** 















































HABITAT: This centipede is native across Asia and Australia but is also found in the Americas and Caribbean. Because of its size it is a popular pet and may have been introduced to some areas.



DIET: They are carnivores and will attack and eat almost anything the same size as them or smaller.



FOOD CHAIN: Birds, snakes and some larger mammals eat centipedes.



SIZE: It can grow up to 20cm which is about as wide as this piece of paper.



**FACTS:** This centipede is very venomous, and its bite can cause bruising and pain for up to a week.









NOT EVALUATED



LEAST CONCERN





















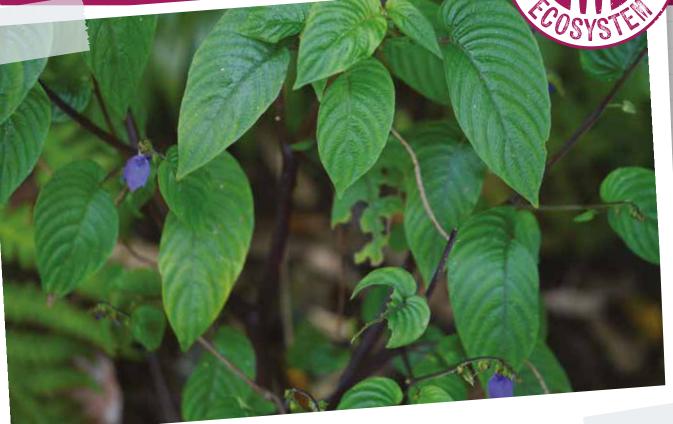












"Kilaneeli (Malayalam:)" by Dinesh Valke is licensed under CC BY-SA 2.0.



HABITAT: This plant is found widely throughout India and Sri Lanka.



FOOD CHAIN: Leafcutter ants harvest both the leaves and the flowers and other insects will eat them too.



- The large, elongated bottom petal is called a bee platform to make it easy for bees to get the nectar.
- The leaves grow more on one side than the other which means that the plant can turn towards the sun.







**FOOD CHAIN:** The leaves will be eaten by many insects and the fruit and flowers by birds and monkeys.



SIZE: They can grow up to 5m tall but usually are much smaller.



- This is the wild relation of the farmed ginger that we use as a spice.
- It is the root that is used and eaten by humans to season food.
- It grows large fleshy yellow or pink flowers which smell of ginger.

## MALAYSIAN JUNGLE FOOD WEB

