# Guardians of the Future Programme

## Curriculum Booster – Animal anatomy

<table>
<thead>
<tr>
<th>Grade:</th>
<th>4</th>
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<tbody>
<tr>
<td>Subject:</td>
<td>Natural Science and Technology</td>
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<td>Subject area:</td>
<td>Life and Living</td>
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<tr>
<td>Topic:</td>
<td>Structure of animals</td>
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<tr>
<td>Term:</td>
<td>1</td>
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<tr>
<td>Time allocation:</td>
<td>1 hour</td>
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### Content and concepts:

**Structure of animals**
- The basic structure of animals: head, tail, body, limbs, sense organs
- Visible differences between animals: such as size, shape, body covering and sense organs

### Major processes and design skills practised:
- Observing
- Designing and recording (Drawing, labelling and describing)
- Accessing and recalling knowledge
- Communicating and sharing knowledge

### Methods of teaching used:
- Demonstration
- Practical work (action learning)

### Methods of assessment:
Post-evaluation worksheet after all activities

### Review (15 mins)
Recap on previous lessons
- Recalling knowledge from plant structures lesson

### Activity 2 (Time prescribed: 60 mins)

#### Materials required:
- “How to draw” instructions.
- Blank sheet of paper
- Pencil
- Erasure
- Coloured pencils or crayons (optional)

1. Select one of the following animals for learners to learn to draw:
   i. Wattled Crane
   ii. Riverine Rabbit
   iii. Giant Bullfrog
   iv. African Wild Dog

2. Give each learner a set of instructions on how to draw the animal. The instruction sheet also includes facts about the animals. *If you are unable to provide the learners with individual printouts, you can also go through the drawing process with them, while teaching them the facts about the animal that explain their body structures*

3. Give them time to draw their animal

4. Request that they label the body parts of the animal drawn and indicate which body parts help that animal to do what it does and live where it lives.

5. Ask a volunteer to come up and explain the structure of their animal, and what structural aspects help the animal to live in the habitat in which they live, and allow the animal to enact certain behaviours.

### Reflection (Time prescribed: 15 mins)
Review relevant content connections from previous lessons
<table>
<thead>
<tr>
<th><strong>Question sheet</strong></th>
<th>Ask learners to answer questions relevant to the animal drawn. Also, ask the learners to explain the differences between all of the species listed (recalling the information shared by their classmates).</th>
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<tbody>
<tr>
<td><strong>Post-evaluation:</strong></td>
<td>Place the accompanying questions into a test or use alone as a post-evaluation exercise.</td>
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