



Tusk and paws, furs and fat! What will you need to survive the Arctic?

Why do polar bears have big bottoms?
 What do walruses use their tusks for?
 Why are caribou covered in thick fur?

The hardy animals of the Arctic are able to survive in some of the most inhospitable conditions to be found on our planet. These animals have a fascinating range of different physical adaptations that help them to obtain food, keep safe, build homes and withstand the ferocious weather found across the Arctic regions.

In taking part in this activity pupils will learn about life in the cold extremes of the Arctic and further develop their knowledge of animal adaptations by creating an imaginative mask or costume.

At a glance you will need:

- Access to the internet or suitable books
- Card or paper and scraps of cloth and socks
- Colouring pencils or paints for decoration

Workshop	Title	Pre/Post	Suggested CfE Stage
The Arctic	Tusks and paws, furs and fat!	Pre/Post	First

Learning Intention

We are learning about the different types of animals living in the Arctic.
 We are learning about the special adaptations these animals have in order to survive in this region.

Task

We will research an animal found in the Arctic and use this information to create a mask or costume to highlight the special features this animal has to help it survive.



Success Criteria

Pupils will be able to –

- Carry out research.
- Learn about the different types of animals living in the Arctic.
- Understand how Arctic animals are adapted to life in their environment.

CfE Capacities

Successful learners

- Pupils will be given the opportunity to think independently and to carry out research.

Confident individuals

- Pupils will have the chance to manage themselves by working on a range of science enquiries and research tasks.

Responsible citizens

- This activity encourages pupils to develop a respect for living things and the environment.

Effective contributors

- During this activity, pupils collaborate effectively in teams during inquiry and investigation, listen and respond to others suggestions and communicate in a range of ways including orally and through a creative activity.

CfE Outcomes

Social Studies (people, place and environment)

By exploring climate zones around the world, I can compare and describe how climate affects living things. SOC 1-12A

Sciences - Planet Earth (biodiversity and interdependence)

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

Technologies (ICT to enhance learning)

I can access, retrieve and use information from electronic sources to support, enrich or extend learning in different contexts. TCH 1-03B

Expressive Arts (art and design)

I can create a range of visual information through observing and recording from my experiences across the curriculum. EXA 1-04A

Literacy and English (reading)

Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose. LIT 1-14A

Description

To start this activity pupils should be split into groups and each group assigned a different Arctic animal to investigate. Using websites such as those listed below, or books on the subject of the Arctic, give pupils time to research their animal with the aim of being able to produce a mask or costume based on their animal and showing the adaptations it has for its environment.

Does their animal need big tusks to survive in the Arctic, a funny nose, thick fur or special paws? Using



coloured card and textured cloth pupils can then make a mask or even use socks to make a set of flippers or paws showing their animal's adaptations.

This activity can be rounded off by groups presenting their creations to the rest of the class with an explanation of the special features they have discovered.

Additional and follow-up activities:

This activity could lead into groups designing their own animal, ideally suited to the Arctic environment applying the knowledge they have gained from both theirs and their class's research. They could even name it!

Further investigation could be encouraged researching animals from different biomes i.e. those creatures in the rainforest or desert.

Web Resources

<http://library.thinkquest.org/3500/animals.htm>

<http://magma.nationalgeographic.com/ngexplorer/0211/articles/mainarticle.html>

<http://www.seaworld.org/fun-zone/fun-guides/arctic/polar-profiles.htm>

<http://www.kidsplanet.org/factsheets/map.html>

<http://www.nps.gov/akso/>

