

Wild Ireland Lesson Plan For Primary Schools: First to Sixth Class



Educational Programmes at Wild Ireland are designed to be fun, interactive and informative with many embedding elements of the subject curriculum areas for both R.O.I and N.I students.

Leader(s): Killian McLaughlin/ Anna Graham

Subject Area(s) / Réimse Ábhair: (integration of strands and strand units/themes/elements)

- ★ English: Vocabulary development through the meaningful and accessible context of the tour and visually seeing the animals themselves, covering the strand of ‘oral language’.
- ★ Gaeilge: Animal breeds translated through Irish and a few additional phrases covering the strand ‘ag éisteacht’ and the theme of ‘ócáidí speisialta’
- ★ S.E.S.E through History: through the strands of ‘Story, Early people and ancient stories, Life, society, work and culture in the past, Continuity and change over time., Geography: ‘human and natural environments and environmental awareness and care’, and Science: ‘living things and environmental awareness and care’.
- ★ Physical Education: Covering the strand of ‘Outdoor and Adventure Activities’ and ‘Understanding and Appreciating’
- ★ S.P.H.E: Looking at the strands of ‘myself and myself and the wider world’

Lesson Topic / Topaic an Cheachta: An outdoor informational guided tour around the Wild Ireland Wildlife Sanctuary environment and its animals based on adaptations, characteristics, backgrounds and conversation with appropriate questioning and curricular links

Lesson Duration / Fad an Cheachta: 60 minutes

Skills and Concepts / Scileanna agus Coincheapa: listening, observing, questioning, vocabulary and language development, discussing, communicating, expressing, integrating and connecting, reasoning, understanding, recalling, working as a historian/ scientist, enquiring, comparing and contrasting, developing awareness. Also self evaluation through the KWL chart.

Organisational Strategies for Teaching and Learning / Straitéisí Eagrúcháin don

Teagasc agus don Fhoghlaim: A mixture of active and passive engagement through whole group observation, listening and questioning. Individual or pair work through the KWL chart activity at the introduction and conclusion.

Learning Outcomes / Torthaí Foghlama:

- The exploration of many different animals, their habitats and backgrounds.
- Identifying the needs of these animals in the wild and considering how to meet these needs when they are in human care.
- Highlighting mistreatment of our animals prior to coming here and comparing to adequate/ exceptional care
- Comparing size and strength of these animals compared to humans or household objects and the importance and health and safety.
- Highlighting the hunting style of some of the animals in general then focusing specifically on how they hunt their prey.
- Discuss the typical differences and similarities between some of the animals/ compared to household pets/ more common animals that the children already know.
- Raising awareness about the IUCN and other animals rights/ protection organisations.
- Highlighting the previous existence these animals in Ireland and why some of them are a protected species in their natural habitat etc
- Explaining the importance of conservation and increasing knowledge on habitat loss/fragmentation.
- Discussing and distinguishing between definitions e.g. predator and prey

Resources / Acmhainní: Teacher(s) prints out enough KWL charts for their class/group and brings with them.

Assessment Strategies / Straitéisí Measúnaithe: Leader observation and questioning, self assessment. Assessment of prior knowledge and what they would like to learn about through the K&W sections of the chart and evaluation of learning through the L section.

Introduction / Réamhara: 10-15mins

- During the meet and greet go through the rules, safety and Covid-19 guidelines with the children and highlight the fact that this is the animal's home so it must be treated with respect.
- Share the slogan 'They're back' with the children and have a short discussion
- Explain where the toilets are and allow appropriate time to go before starting the tour
- Through scaffolding complete the K (what they already know) & W (what they want to know) sections of the chart. Give each child/ pair a different animal to focus on. E.g. brown bears. This will be done age appropriately by either drawing, writing a few words/ full sentences or even just having a whole group discussion with the leader's whiteboard if it is a wet and windy day.

Development / Forbairt: 40mins

- The guided tour adapted for their age groups of 'Wild Ireland' ranging from small to large animals through a mixture of ones that are native, invasive, extinct etc and their importance in Irish society now or in the past, looking in detail at animal specific things e.g. our leaping lynx or the bear necessities and covering other curricular links along the way.
- Starting at birds to ferrets and red foxes, then to rabbits, guinea pigs, another avary,

the grey squirrels, shunk and american minx, the pond life and our eco-friendly- reed bed filtration system, the final avery, snowy owls, arctic foxes, canes, sheep and deer, a golden eagle, capercaillie, duck and swans, monkeys, lake birds, goats, otter, wild boars, lynx, wolves and finally the bears.

- The children pay particular attention to the animal that they have been given at the start for their own L part of the chart.

Closure / Críoch: 10mins

- Go to the picnic bench area and get the children to complete the L(what they have learned section of their charts) individually/ in pairs.
- Have a whole group discussion on some of their findings
- Ask the learners questions about what we discussed throughout the tour. Ask them if they remember the names of any of the animals.
- Finally, get them to put their hands up at the end for those who think it is important for us humans to help save the animals (and why?)