

# What Do You Zoo?

This packet is to help introduce your students to terms and ideas that will be discussed during your visit to the Peoria Zoo. It is designed to enhance your program experience, either through class prep or follow-up.

By using the vocabulary, activities, and ideas it will help reinforce the program and meet the State Standards listed on page 2.

## Terms to introduce to students:

- Accreditation – is the act of accrediting an organization (schools/zoos) by an official review board after the organization has met specific requirements
- AZA – The American Zoo and Aquarium Association is a professional organization which sets a code of ethics, conservation policies and standards, and guidelines for animal care that must be met to become an accredited facility
- Deforestation – to cut down and clear away the trees from land
- Endangered – an organism in danger of becoming extinct
- ISIS – International Species Inventory System is the information analysis service which is used by zoos to seek out genetically compatible mates for their animals
- Keeper chats – talks given at the zoo about a chosen animal to educate the public on facts about the animal
- Post mortems (necropsies) – an autopsy of an organism to determine the cause of death
- Propagation – the multiplication or increase of an organism by natural reproduction
- SSP – Species Survival Plan is a program set up for managing the breeding of individual species in order to maintain a healthy and self-sustaining population that is both genetically diverse and demographically stable.
- Zoomobiles – when the education department of a zoo brings animals to schools or other facilities for an educational program

## Ideas covered in program: (information provided)

- Discuss the history of zoos
- Explain the mission of zoos
- Explain what the AZA is
- Discuss what ISIS and SSP are
- Discuss the different zoo careers that are available

## Activities for students

### CREATE YOUR OWN ANIMAL:

Have the students design an animal that might live in an extreme environment (ex. arctic, desert, hot springs, etc) and have them draw a picture of that animal. Then have the students either label the picture with its adaptations or have them present their new animal to the class and explain how their animal survives.

### CREATE YOUR OWN ZOO:

Have your students design their own zoo and present it to the class. Use the [www.aza.org](http://www.aza.org) for detailed information on size and animal requirements. Students can construct a model to go along with their report.

### SCAVENGER HUNT:

Design a scavenger hunt for the students by creating a list of different adaptations (ex. webbed feet, striped fur, sharp claws, wings, scales, etc.). Then have the students find animals that have these adaptations in the Zoo.

### **State Standards met by:**

#### Listening to the program

4.A.1a-d; 4.B.1b  
4.A.2b; 12.B.2a; 17.B.2b; 17.C.2c  
4.A.3a,c-d; 12.A.3c; 12.B.3b; 13.B.3c-e; 17.B.3b  
4.A.4a-d; 12.A.4c; 12.B.4a; 13.B.4b,d; 17.B.4a  
12.B.5a-b; 17.B.5; 17.C.5b

#### Create your own Zoo

3.A.1; 3.B.1a-b; 3.C.1a; 4.B.1a-b; 12.A.1a-b; 12.B.1a-b  
3.A.2; 3.B.2a-d; 4.A.2a; 4.B.2a-b; 12.A.2a-b; 12.B.2a-b  
3.A.3; 3.A.3a-b; 3.C.3a; 4.B.3a-d; 12.A.3c; 12.B.3b  
3.C.4a-b; 4.B.4a-d; 12.B.4a-b  
3.A.5; 3.B.5; 3.C.5a-b; 4.B.5a-d; 12.B.5a-b