**Gibbon Conservation Center**

**Swing like a Gibbon**

1st Grade

Post – Visit Activity

This lesson plan meets the NGSS in the areas indicated below if used as recommended. It is not however limited to these standards and can be modified as the instructor sees fit to include more or adjusted to meet the needs of other grade levels.

**Next Generation Science Standards (NGSS)**

*Structure Function & Information Processing*

Performance Expectations

Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

**Dimension #1 Scientific & Engineering Practices (SEP)**

*Asking Questions*

*Using mathematics and computational thinking*

**Dimension #2 Crosscutting Concepts (CC**)

*Structure Function*

The way in which an object or living thing is shaped and its substructure determine many of its properties and functions.

**Dimension #3 Disciplinary Core Ideas (DCI)**

*Life Sciences*

2. Plants and animals meet their needs in different ways. As a basis for understanding

this concept: a. Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places. b. Students know both plants and animals need water, animals need food, and plants need light**.**

**- Materials -**

Monkey bars

Slack line

Diminishing Resources (objects rename) water tree land fruit

Basket x2

Bags x15 (½ size of class)

Cut out gibbon

During the Post Visit

Review

What is a gibbon?

Where do gibbons live?

Why are gibbons endangered?

What are some similarities we have with gibbons?

What are some differences?

Swing like a Gibbon

Since the students will need to stand and move around it’s best to have this activity outside. Start by having the students use the monkey bars & the gibbon slack line. If there are other activities on the jungle gym that mimic gibbon like movements encourage the students to use them as well. Don’t discourage play but make sure they stay safe as this too is something gibbons must do up in the trees. This should take about 10 minutes.

Have the students gather in one area have them pick up as many *Balls* as they can. Encourage them to use their hands, feet, neck, armpits, elbow joints, ect (not mouth for sanitary reasons). *How many can you hold?* Now ask them to jump, walk, and without dropping anything. *Did you drop anything? How many are you still holding?*

Have the students sit in a circle

Ask them questions about how gibbons move around in the trees.

*Did you have fun?*

*What did you do that was the most fun?*

*How was playing on the monkey bars like a gibbon?*

*How was playing on the slack line like a gibbon?*

*How was playing on the “ ” like a gibbon?*

*Was it hard to hold more than two things while walking? Why?*

*What are some ways that we as humans mimic/copy gibbons?*

* *We mimic gibbons long arms to grab by using trash pickers*
* *We mimic gibbons fur by wearing clothing*
* *We mimic gibbons grasping feet by using clips, bags, and pockets to carry extra*
* *We mimic gibbons warning call by using fire alarms ect…*
* *We mimic gibbons ball and socket joints (for human uses)*
* *We mimic gibbons ability to leap from tree to tree by using bridges to cross gaps*
* *We mimic gibbons…*

Limited Resources

Have 3 different colored balls and label them as different resources.

Blue = water / Green = tree / Orange = fruit

Quickly run through how gibbons use each of these resources.

How do gibbons use trees?

How do gibbons use fruit?

How do gibbons use water?

Then run through how humans use each of these resources.

How do humans use trees?

How do humans use fruit?

How do humans use water?

Divide the class into two groups. One represents gibbons the other represents humans. Give group representing humans bags to hold the balls.

Put the balls on the floor.

Have the “gibbons” pick up a ball.

Then have the “humans” pick up a ball and put it into their bag.

Repeat

Have the “gibbons” pick up another ball.

Then have the “humans” pick up another ball and put it into their bag.

Repeat (this will now be much harder for the gibbons)

Let the “gibbons” know now that they can trade balls but they can only hold what they can easily carry with their hands 2 balls

Have the “gibbons” *trade* balls.

Then have the “humans” pick up another ball and put it into their bag.

Repeat 3x’s

Have the “gibbons” *trade* balls.

Then have the “humans” pick up another ball and put it into their bag.

You can do this until there are no more balls left.

Now have the “gibbons” put all the balls they collected into a basket.

Then have the “humans” put all the balls they collected into another basket.

There should be an obvious difference in how many balls each group has collected.

Begin to ask questions

*Who took more resources?*

*Why did the gibbons take fewer resources? (only took what they could use then)*

*What is left of all the resources? (there are none left)*

*What does that mean?*

*If we had left the gibbons alone would they have used up all of the resources? Why not?*

*What would have happened if we had more “humans”? (diminish faster)*

*If we continue taking all of the resources what happens to the gibbons?*

*How does this make you feel?*

*If we had wanted this game to continue what would the humans need to do differently?*

*(not take as many turns / put some resources back)*

*What are some ways we as humans can use less resources*

*(shutting off water/lights/reusing/recycling ect.)*

If you have time you can have the students fill out or take home The Gibbon Pledge.

.