

ZOO ACADEMY
Riverview Park & Zoo

**PRE-VISIT
PLANNER**
for teachers

Riverview Park and Zoo

1230 Water Street North
P. O. Box 4125
Peterborough, Ontario
K9J 6Z5



Riverview Park & Zoo Statement of Purpose

The Peterborough Utilities Commission, through the Riverview Park and Zoo, strives to provide the citizens of Peterborough with an outstanding recreational and educational facility located in a park setting.

The Riverview Park and Zoo will endeavor to create an environment suitable for conservation and preservation of wildlife and parkland.

Zoo Academy Mission Statement

The Riverview Park & Zoo strives to provide an exciting and experiential educational setting that inspires students to respect and protect wildlife and green spaces.

Goals of Zoo Academy:

1. To develop in students, a sense of understanding, respect and appreciation for issues pertaining to wildlife, conservation and the environment.
2. To integrate Ontario curriculum into school-based programs offered through the Zoo Academy.
3. To allow students to learn in an experiential environment where active play in the outdoors is safe and encouraged.
4. To provide opportunities for students to grow personally through group work, sharing, decision-making and problem solving while practicing the skills of careful observation and investigation.

Introduction to the Riverview Park & Zoo

The Riverview Park and Zoo originated in 1933 with the donation of a pair of alligators to Ross Dobbin, then General Manager of the Peterborough Utilities Commission. As more birds and animals were acquired, the zoo grew in size and popularity with area residents visiting the zoo for picnics and general enjoyment.

In 1968, the PUC assumed full responsibility for the financing and operation of the facility. The park and zoo continues to expand, taking on more varied and ambitious projects.

For decades, Riverview has attracted over a quarter of a million visitors each year. The zoo features 27 exhibits, with over 48 species, including Yak, Camel, Wallaby, Emu, Macaw, Squirrel Monkey, Cougar, Plated Lizard, Meerkat and more!

The park covers 55.5 acres and is the largest and most diversified playground in the city. It also features equipment for physically-challenged children, a splash pad, frisbee golf course, walking trails, a miniature train ride, and beautiful gardens.

Zoo Academy Registration and Pre-visit Process

1. Contact the Riverview Park & Zoo to book and confirm available program dates. Please have a few dates in mind.
2. Once your visit date is confirmed with Riverview staff, fill out a registration form (page 15) and email, fax, or mail as per the contact information below.
3. Payment Arrangements – during our 2011-2012 pilot for grade one and grade five curriculum-based programs, we are offering our programs free of charge. We are simply asking for feedback about your experience at Riverview by filling out the program evaluation form provided on your program day.

Arrangements for transportation to Riverview Park and Zoo and any associated costs are the responsibility of the teacher / school.

4. Review the [Pre-Visit Planner for Teachers](#) to prepare for your visit.
5. You will be contacted by Park & Zoo staff to discuss programming details **2 – 4 weeks prior to your visit date.**
6. Remind students of personal care and proper dress, nutrition, zero waste lunch.

Zoo Academy Contact Information:

Karen Elcombe
Educational Specialist

Riverview Park & Zoo
1230 Water Street,
Peterborough, ON K9J 6Z5

Email: kelcombe@peterboroughutilities.ca

Phone: 705-748-9301 ext. 2331

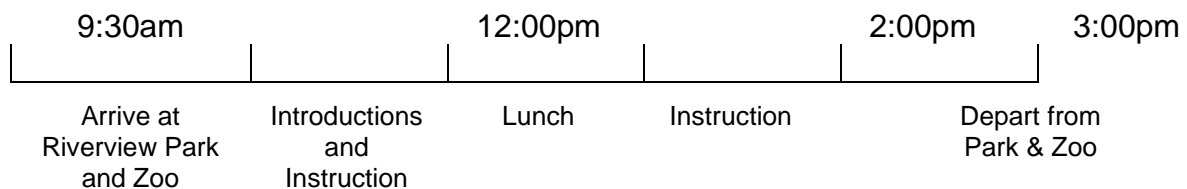
Fax: 705-745-6866

On program day, please have your bus meet Riverview Park and Zoo staff at the main gate, in the parking lot off Carnegie Road. Please have children stay on the bus. Riverview staff will give first instructions to the children on the bus. Bus drivers can continue along the entrance road to our bus parking area after instructions, introductions and student drop off.

If you are walking with your class, please make meet-up arrangements prior to your visit.

Zoo Academy Program Timelines

The following is a suggested schedule for your day at the park and zoo. It can be amended to fit your individual needs:



Balance of Involvement

Pre-visit and Follow-up Concepts

Teachers fulfill an essential role by teaching concepts and vocabulary in preparation for the class's onsite studies and in following up after your visit. Please see the Riverview Park and Zoo website's [Teacher's Portal](#) for an array of introductory and follow-up activities.

Onsite Instruction

Riverview Park and Zoo staff and/or volunteers will deliver your chosen program. Please contact the park and zoo's Educational Specialist if you would like to co-teach the program or to customize program elements. **Teachers and parent volunteers must provide lunch time supervision.**

Preparation for your day at Riverview

Dress

Fall / Spring

- Hat
- Sunscreen
- Windproof outer jacket
- Rainwear (if needed)
- Socks and closed-toed shoes
- *NO SHORTS

Winter

- Mitts, toque, scarf
- Insulated, windproof jacket
- Pants that shed snow (nylon)
- Warm pants and longjohns
- Socks
- Winter boots (waterproof, insulated)
- **Extra pair of socks and mitts
- ***Avoid jeans

Optional items: camera, binoculars

STUDENTS SHOULD NOT BRING: cell phones, gum, music players or headphones

Environmental Considerations

Students will be encouraged to have respect for the environment, parkland, and for animal health. We feel that it is imperative to model our actions to empower students to do the same.

Lunches - Zero Waste Challenge!

We want to challenge you and we know you can do it! A zero waste lunch is one that is packaged completely in reusable containers with absolutely NO WASTE (wrappers, cans, straws, tetra packs, OR leftovers). Teachers, students and parents will need to carefully choose and package their lunch to meet the challenge.

Classes who achieve a ZERO WASTE lunch will receive a specially issued certificate to hang in your classroom. Your class name will also be posted in the Riverview Park & Zoo, Orientation Centre classroom to recognize your efforts in reducing the amount of waste going to landfill.

Hints:

1. Only bring what you can / will eat for lunch
2. Use Tupperware / reusable containers to package food
3. Bring your drink in a reusable bottle
4. Avoid plastic water bottles – tap water is better!
5. Avoid processed and pre-wrapped snacks (lunchables, gummies, fruit roll-ups, etc.)



Any waste items that are left over from lunches must return home with the owner.

NOTE:

PLEASE DO NOT BRING TETRA-PACKS / DRINKING BOXES TO RIVERVIEW.

The straws found in these packages are potential choking hazards for animals in the zoo. Even when thrown in the garbage or recycling bins, straws can be picked out and carried away by gulls or other animals and dropped into animal enclosures.

General Rules for Riverview Park and Zoo Visitors:

- **Please do not feed the animals** – they are on nutritional programs and strict diets and can get sick if they are fed other items.
- **Please do not poke your fingers or sticks or anything through exhibit fencing** – animals could get hurt, you could get hurt, and you may agitate an animal.
- **Please do not climb exhibit fencing** – fences are there to protect you from potentially dangerous animals.
- **Please do not bring straws or balloons onsite** – these items are potentially hazardous to animal health. They are choking hazards when found in exhibit areas.
- **Please do not pick plants** – our gardens are planted and tended to for all visitors to enjoy. Please help us to keep the park and grounds looking beautiful for the public.
- **Please do not knock on exhibit glass** – you could scare, startle or agitate an animal by knocking on glass.



PILOT Program Summary Sheets

**Grade 1
Grade 5**

GRADE ONE NEEDS AND CHARACTERISTICS OF LIVING THINGS

OVERVIEW:

Students will use five senses to discover the differences between living things. They will investigate how plants and animals (including humans) require air, food, water, and shelter to survive and how the strategies to obtain these are different among living things. Through active play and experiential learning, students will experience the strategies that animals use to survive in their environment by simulating animal adaptations

LEARNING OBJECTIVES:

1. Using images and organizational charts, investigate and compare the physical characteristics of plants, animals and humans including their location and function with corresponding methods of obtaining resources necessary for survival *(2.2, 2.3, 2.4, 2.7, 3.2, 3.3)
2. Investigate how humans and animals use their five senses to obtain resources in order to meet their needs for survival *(2.2, 2.5, 2.7)
3. While visiting the zoo environment, children will explore each animal's needs for food, water, air and shelter using appropriate terminology *(2.6, 3.1, 3.4, 3.5, 3.7)
4. Understand how animals and plants help humans and how care and respect for these living things / taking personal action helps to maintain a healthy environment for all *(1.1, 1.2, 3.5, 3.6)
5. Participate in activities that simulate different animal adaptations to the five senses allowing them to survive in their environment; camouflage, predation, defense strategies, winter survival *(2.2, 2.3, 2.6, 2.7, 3.3)
6. Follow Riverview Park and Zoo rules for visiting animal exhibits, participation in animal encounters, and safety procedures *(2.1)

*As per Ontario Curriculum – Science and Technology, Grade 1 – Understanding Life Systems, Needs and Characteristics of Living Things.

RESOURCES:

- | | |
|--|---|
| <input type="checkbox"/> Blackboard / Whiteboard | <input type="checkbox"/> Turkey feathers |
| <input type="checkbox"/> Chalk / Markers | <input type="checkbox"/> Camel mittens / toque / scarf |
| <input type="checkbox"/> Plant Cards
(leaves, roots, seeds, stems, flowers) | <input type="checkbox"/> Camel hair samples |
| <input type="checkbox"/> Animal Cards
(mouth, paw, nose, eye, ear, etc.) | <input type="checkbox"/> Otter pelt |
| <input type="checkbox"/> Human Cards
(mouth, hand, nose, eye, ear) | <input type="checkbox"/> Otter puppet |
| <input type="checkbox"/> Leaf, root, seed, stem live examples | <input type="checkbox"/> Blindfolds |
| | <input type="checkbox"/> Chair |
| | <input type="checkbox"/> Keys (or something that is easily rattled) |
| | <input type="checkbox"/> Otter dress-up box |

OUTLINE – OPTION 1:

ON BUS

- Introductions, Orientation & Rules (15 minutes)

PART 1 – INSIDE ACTIVITIES (1 hour)

- Classroom Introduction
- Classroom Activity
 - Making Sense of Living Things

PART 2 – OUTSIDE ACTIVITIES (1 hour)

- Orientation and Rules
- Animal Visits:
 - Meerkat Exhibit
 - River Otter Exhibit
 - Wild Turkey Exhibit
 - Bactrian Camel Exhibit

LUNCH & BATHROOM (1/2 hour – 45 minutes)

PART 3 – ACTIVITIES / SIMULATIONS (1 hour)

- Thicket –simulating prey’s adaptation through camouflage / cryptic colouration as a defense technique and predator’s need for keen eyesight
- Hear a Deer – simulating a predator’s adaptation for keen sense of hearing and a prey’s ability to evade / escape predation
- Otter Dress-up - using everyday items to dress-up a student and draw parallels to the adaptations an otter has for living in water

PART 4 – WRAP UP

OUTLINE – OPTION 2:

Depending on the availability of volunteers / instructors and the number of students in the class, it may be beneficial to split the group in two. Then the timing would be as follows:

Group A

PART 1 – INSIDE ACTIVITIES
PART 2 – OUTSIDE ACTIVITIES
LUNCH & BATHROOM
PART 3 – ACTIVE GAMES
WRAP UP

Group B

PART 1 – INSIDE ACTIVITIES
PART 3 – ACTIVE GAMES
LUNCH & BATHROOM
PART 2 – OUTSIDE ACTIVITIES
WRAP UP

Zoo Academy

GRADE 5 ANIMAL ORGAN SYSTEMS

OVERVIEW:

Students will explore various organ systems in the body, how they support each other, and the causes/effects of disease on each. Using animal “aprons” and organ cut-outs, students will build the digestive systems of various animals, while observing live animal counterparts in the zoo. They will compare animal systems with the human system.

In the second half of the program, students will use scientific inquiry to measure, record and assess two box turtles that were rescued and rehabilitated here at Riverview. Students will use their observations to investigate the effects of malnutrition, social and environmental factors, and human involvement on the health of the animals, themselves and their environment.

LEARNING OBJECTIVES:

1. Identify, describe and compare various animal digestive systems using animal organ cut-outs to build human, bird, snake, and camel models while viewing live animal counterparts in their zoo environment *(2.3, 3.1, 3.2, 3.3, 3.4)
2. Use scientific inquiry and observation to investigate, measure and assess changes in growth and development of two live zoo turtles that have been rescued and rehabilitated at Riverview Park and Zoo *(2.2, 3.4)
3. Evaluate the effects of technology and social / environmental factors on the health of animals and discuss the effects of human involvement in animal health in and outside of the zoo *(1.1, 1.2, 3.4)
4. Learn and use appropriate scientific vocabulary in oral, written forms *(2.4, 2.5)
5. Follow Riverview Park and Zoo rules for visiting animal exhibits, participation in animal encounters, and safety procedures *(2.1)

*As per Ontario Curriculum – Science and Technology, Grade 5 – Understanding Life Systems, Human Organ Systems.

RESOURCES:

- | | |
|--|--|
| <input type="checkbox"/> Black board / white board | <input type="checkbox"/> Camel digestive apron & organ cutouts |
| <input type="checkbox"/> Chalk / markers | <input type="checkbox"/> Yarn or rope & scissors |
| <input type="checkbox"/> Human digestive apron & organ cutouts | <input type="checkbox"/> Measuring tape |
| <input type="checkbox"/> Emu digestive apron & organ cutouts | <input type="checkbox"/> Handout |
| <input type="checkbox"/> Snake digestive apron & organ cutouts | <input type="checkbox"/> Animal Encounter – Box turtles |
| | <input type="checkbox"/> Snake jaw / skull |

OUTLINE – OPTION 1:

ON BUS

- Introductions, Orientation & Rules (15 minutes):

PART 1 – INSIDE ACTIVITIES (1 hour)

- Classroom Introduction:
- Classroom Activity:
 - The Human Digestive Apron
 - Measuring the Human Small Intestine

PART 2 – OUTSIDE ACTIVITIES (1 hour)

- Orientation & Rules:
- Animal Visits:
 - Emu Digestive Apron
 - Snake Digestive Apron
 - Camel Digestive Apron

LUNCH & BATHROOM (1/2 hour – 45 minutes)

PART 3 – LIVE ANIMAL INVESTIGATIONS (30-45 minutes)

- Rules for Live Animal Presentations
- Classroom Activity #1 (30 minutes)
 - HANDOUT - Zoo Animal Nutrition and Health Investigation

PART 4 – WRAP UP

OUTLINE - OPTION 2:

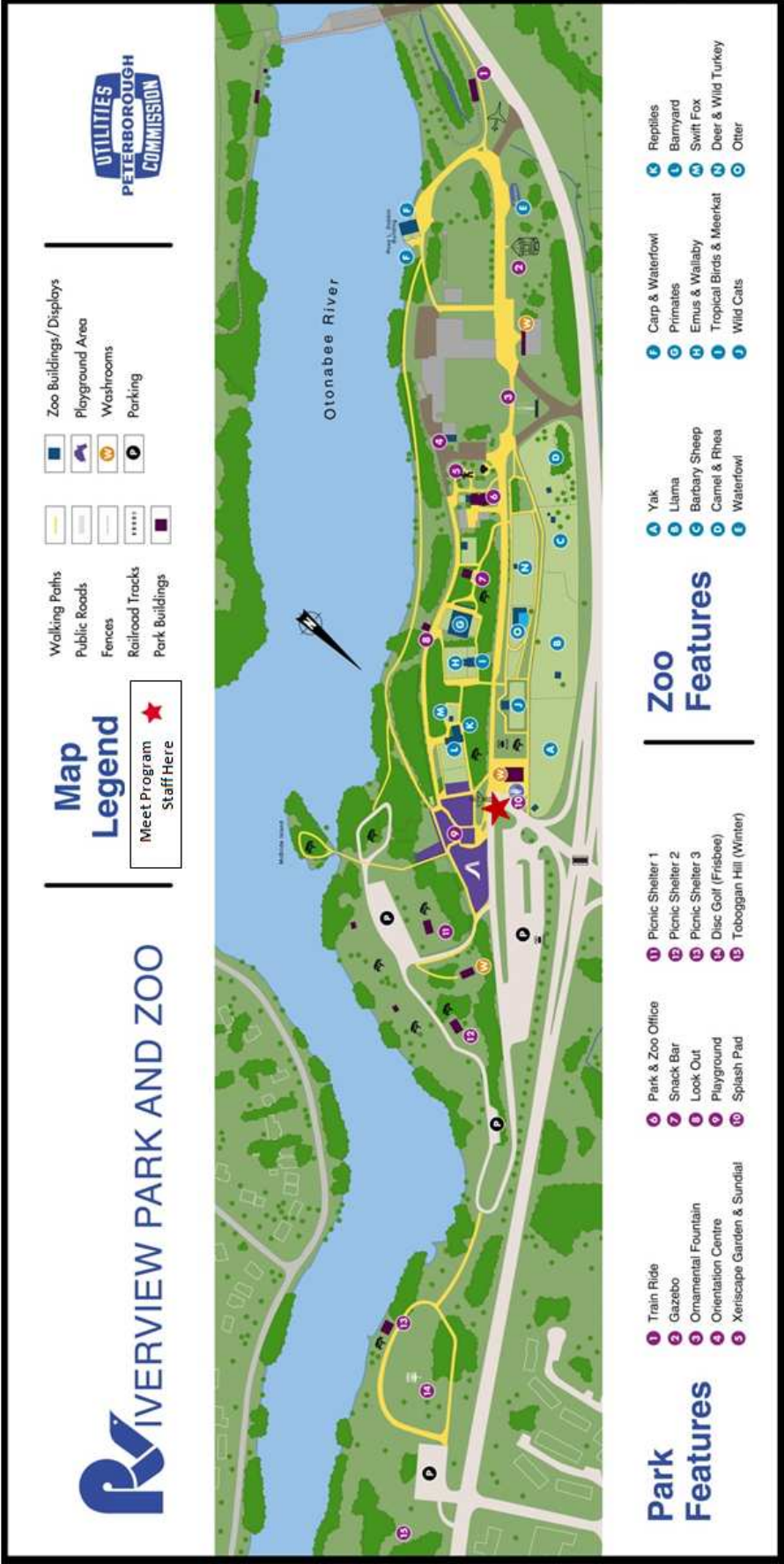
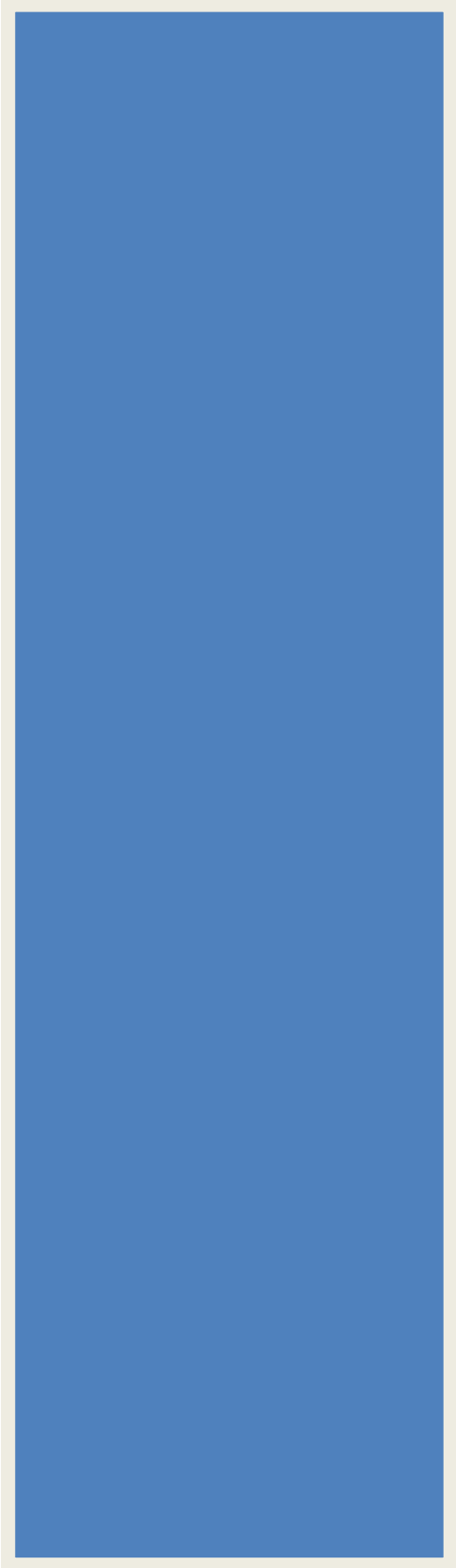
Depending on the availability of volunteers / instructors and the number of students in the class, it may be beneficial to split the group in two. Then the timing would be as follows:

Group A

PART 1 – INSIDE ACTIVITIES
PART 2 – OUTSIDE ACTIVITIES
LUNCH & BATHROOM
PART 3 – LIVE ANIMAL
INVESTIGATION
WRAP UP

Group B

PART 1 – INSIDE ACTIVITIES
PART 3 – LIVE ANIMAL
INVESTIGATION
LUNCH & BATHROOM
PART 2 – OUTSIDE ACTIVITIES
WRAP UP



Zoo Academy Registration Form



SCHOOL:	
TEACHER NAME:	
TEACHER EMAIL:	
PHONE NUMBER:	FAX:
DATE OF VISIT:	GRADE(S):
NUMBER OF STUDENTS: (Max. 35)	NUMBER OF CHAPERONES:
TIME OF ARRIVAL:	TIME OF DEPARTURE:
MODE OF TRANSPORTATION:	MEETING PLACE:

STUDENT	SPECIAL NEEDS, HEALTH CONCERN, ALLERGIES

Program Selection

<input type="checkbox"/> Grade 1 – Needs and Characteristics of Living Things
<input type="checkbox"/> Grade 5 – Animal Organ Systems
Notes:

(office use only)

Confirmation sent to teacher via: Email Fax Pre-visit arrangements completed