

# Animal Behavior

**Media Type:** Microsoft® PowerPoint® Presentation

**Duration:** 59 slides

**Goal:** To help students gain a basic understanding of animal behavior.

**Description:** Students will learn to understand the importance of animal behavior in ethology. Also, students will learn about pheromones, hormones, external factors and learned behaviors which affect and animal's behavior as well as being able to describe the importance animal behavior has on human psychology and social sciences.

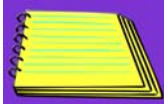
**Objectives:**

1. To assess the importance of studying animal behavior in ethology.
2. To analyze the factors affecting animal behavior.
3. To describe the importance animal behavior has on human psychology and social sciences.

## Horizontal Alignment

Core-Subject Area	Foundation Concept	Basic Understanding
Language Arts	<i>Application of Writing Skills</i>	<ul style="list-style-type: none"> <li>• Composition mechanics</li> <li>• Descriptive, informative, creative and persuasive writing</li> <li>• Brainstorming</li> <li>• Utilizing reference materials</li> <li>• Enhancing grammatical mechanics</li> <li>• Vocabulary enhancement</li> </ul>
	<i>Analysis of Text &amp; Information</i>	<ul style="list-style-type: none"> <li>• Drawing inferences and generalizations</li> <li>• Reading/content literacy</li> <li>• Critical thinking</li> <li>• Creative thinking</li> <li>• Expression of thoughts and ideas</li> <li>• Communication skills</li> <li>• Developing listening and comprehension skills</li> <li>• Literary interpretation</li> <li>• Creating visual representations</li> </ul>
	<i>Technology Applications in Literature</i>	<ul style="list-style-type: none"> <li>• Utilizing presentation processing software</li> <li>• Internet-based research</li> </ul>
Science	<i>Scientific Thinking &amp; Investigating</i>	<ul style="list-style-type: none"> <li>• Critical thinking and scientific problem solving</li> <li>• Real-world investigations and applications</li> <li>• Analytical skills</li> <li>• Technology-based research</li> <li>• Compare/contrast findings</li> <li>• Classification/organization skills</li> </ul>
	<i>Scientific Laws &amp; Principles</i>	<ul style="list-style-type: none"> <li>• Cycles, structures and processes</li> <li>• Principles of biology, chemistry, anatomy, physiology or psychology</li> </ul>

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## Lesson Plan

Student and Teacher Notes are available to print in outline format. You can access these documents under the “Printable Resources” section. If student licenses have been purchased, an interactive version of the Student Notes is available in the “Interactive Activities” section. If printing the full PowerPoint® is desired, you may download the file and print the handouts as needed.

**Class 1:** Begin the class by distributing the *Animal Behavior Vocabulary Handout* for students to use as reference materials. Show the *Animal Behavior - Introduction to Animal Behavior* segment. Have students begin the *Behavioral Problems Activity*. Have students complete the corresponding *Assessment*.



Slides  
1-20

**Class 2:** Remind students to continue using the *Vocabulary Handout* as a reference. Show the *Animal Behavior - Pheromones* segment. Have students complete the corresponding *Assessment*. Distribute the *Effects of Pheromones Project* and allow the remainder of the class for students to work.



Slides  
21-28

**Class 3:** Remind students to continue using the *Vocabulary Handout* as reference materials. Show the *Animal Behavior - Hormones* segment. Have students complete the corresponding *Assessment*. Allow the remainder of the class for students to work on their *Project*.



Slides  
29-39

**Class 4:** Show the *Animal Behavior - External Factors Affecting Animal Behavior* segment. Have students complete the corresponding *Assessment*. Allow the remainder of the class for students to work on their *Project*.



Slides  
40-49

**Class 5:** Remind students to continue using their *Vocabulary Handout* as a reference. Show the *Animal Behavior - Learned Behavior* segment. Have students complete the corresponding *Assessment*. Have students complete the *Instinctive vs. Learned Behavior Activity*. If student licenses have been

purchased, an interactive version of this *Activity* is available in the “Interactive Activities” section.

**Class 6:** Distribute the *Animal Behavior Game Activity* and allow student the entire class to complete the *Activity*.

**Class 7:** Distribute the *History of Animal Behavior Activity* and allow students the entire class to complete the *Activity*.

**Class 8:** Hand out the *Animal Behavior Final Assessment* and allow time for students to complete it. Allow the remainder of the class for students to complete the *Behavioral Problems Activity*.

**Class 9:** Students should share their *Projects* with the class.

## Lesson Links

### American Veterinary Medical Association

- <http://www.avma.org>

### Merck Manuals

- <http://www.merckmanuals.com/vet>

## Career & Technical Student Organizations

### FFA

- Veterinary Science Project
- Public Speaking

## Career Connections

Using the *Career Connections Activity*, allow students to explore the various careers associated with this lesson. See the *Activity* for more details. *If student licenses have been purchased:* Students will select the interviews to watch based on your directions. *If only a teacher license is purchased:* Show students all the career interviews and instruct them to only complete the interview form for the required number of interviews.

- iCEV50006, Kerry Blanton, Veterinarian, South Plains Veterinary Clinic
- iCEV50055, Wendy MacPherson, Veterinary Technician, Emergency Pet Hospital at Collier County in Naples, FL
- iCEV50076, Frank Saiz, Veterinary Technician, Animal Hospital of Lubbock, TX

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## Lab Activities

### Behavioral Problems

Assign each student either a domestic, exotic or large animal to research. Using the Internet, library or any other available resources, students will research common behavioral problems of the animal assigned as well as the symptoms of each behavior. After completing their research, students will create notes detailing the information found and a list of clues which will help identify the animal and the behavioral problems. Remind students to attach a citation sheet listing all sources used to their notes. Call the first student to the front of the classroom where they will provide their clues to the class. The rest of the class will guess which animal was researched and its behavioral problems based on the clues. Student should write their answers on a piece of paper after each student presents their clues. Provide the correct answers after every student has presented their clues. Lead a short class discussion to talk about the similarities and differences of behavioral problems between animal species.

### Instinctive vs. Learned Behavior

#### Directions:

Students will read 10 animal behaviors and determine if each should be considered instinctive or learned behaviors. If student licenses have been purchased, an interactive version of this *Activity* is available in the "Interactive Activities" section.

### Animal Behavior Game

#### Directions:

Divide the class into groups of three. Using the information gathered from the presentation, groups will create five flash cards to help them learn the different types of animal behaviors discussed. Once all of the flashcards have been made, collect and shuffle the cards. Then, divide the class into two groups. One member from each group will go to the front of the classroom where you will have a buzzer and the flash cards. Read a flash card and whoever hits the buzzer first and answers the question correctly will earn one point for their team. If the person who buzzes first gives an incorrect answer, the other team will be allowed to guess the correct behavior. Play until all of the behavior cards have been used.

### History of Animal Behavior

#### Directions:

Using the Internet, library or any other available resources, students will research the history of the study of animal behavior and gather the following information: who were the first to discover or alter the study of animal behavior, when was animal behavior first discovered, who were the founders of ethology and when was it discovered, who were the founders of genetics and when was it discovered, why is the study of animal behavior important and how has the study of animal behavior evolved. After completing their research, students should create notes detailing their information. Lead a class discussion so students can share their findings with the class. Students should turn in their notes along with a citation sheet listing all sources used.



## Projects

### The Effects of Pheromones

#### Directions:

Students will select a wild or domestic animal to research. After selecting the animal, students should notify you of their choice so no two students select the same animal. Using the Internet, library or any other available resources, students should research how pheromones specifically affect the animal's behavior. Research must include how the pheromones affect the animal as well as an example or scenario of each: aggregation pheromones, alarm pheromones, epideictic pheromones, territorial pheromones, trail pheromones and sex pheromones. After completing their research, students will create a Microsoft® PowerPoint® Presentation with at least 15 slides including a list of sources used. Students should share their presentations with the class.