



# Classroom Change Scenarios

Read at least two of the following scenarios to students during the Lesson 15 Launch.

## **Busted Pipe**

When you walk into the classroom on a Monday morning, you notice that all the desks, books, bookshelves, and other supplies are gone. You find out that over the weekend, a pipe burst and flooded the classroom. Most of the supplies in the classroom are ruined. The pipe has been fixed and the carpet has been replaced, so it is safe to be in the classroom, but you have no supplies.

## **More Students**

On a Tuesday morning, you find out that a nearby school is going to be closed for the next few days. Your school's principal has asked your class to host a class from that school until it reopens. Thirty more students will be joining your class. Everyone in the class will need to get their work done even with the extra students.

## **Power Outage**

As you are working on an assignment in class, the lights suddenly go off. You notice that everything that is plugged in has stopped working. You find out that the whole school has lost electricity because a power line was accidentally cut. The electric company is working to fix the problem, but the power will not be restored for several hours. Your class will need to work without electricity for the rest of the day.

## **Fire Drill**

An employee from a local zoo brings animals into the classroom to help you learn about suitability. In the middle of the lesson, the fire alarm goes off. The principal announces that it is a drill but that everyone in the school needs to go outside. By the time the drill is over, it will be lunchtime and the zoo employee will have to leave. The animals also cannot stay in the classroom without someone there to watch them.

LESSON 15 RESOURCE B

# Meerkat Group Photograph





# Model Meerkat Behavior Setup Instructions and Classroom Procedure

**Materials:** 5 plastic cones or paper plates, hand tissues (1 per student acting as forager), several small pieces of paper (or other small objects), timer

## Preparation

Follow the instructions below before the lesson to prepare the materials needed for students to model meerkat behavior.

1. Identify a large area where students can participate in the model.
2. Use four plastic cones or paper plates to mark the corners of a rectangular area within the larger area. The rectangle should take up at least half of the total space.
3. Place one plastic cone or paper plate in the middle of the rectangle.
4. Scatter the small pieces of paper evenly throughout the rectangle.

## Procedure

Follow the instructions below to help students model meerkat behavior during the lesson.

1. Divide the class in half. One half of the class will participate in the model while the other half observes.
2. Assign roles to the students participating in the model. One student should act as a predator and stand outside of the rectangle. Four students should act as sentinels; each sentinel should stand on one of the four corners of the rectangle. The other students should act as foragers and stand inside the rectangle.
3. Give each forager a hand tissue to place in their pant pocket or under their waistband. The hand tissue should stick out enough that it can be easily grabbed by another participant.
4. Explain to students that the plastic cone or paper plate in the middle of the rectangle represents the burrows where the meerkats live and that the small pieces of paper represent the meerkats' food. The meerkats' system includes everything inside the rectangle, including the foragers, the sentinels, the burrows, the food, and the foraging area outside the burrows.
5. Explain to students the actions they can take depending on their role.
  - The predator can enter the rectangle to try to hunt down one of the foragers by taking their hand tissue. The predator cannot hunt down a forager who is touching the plastic cone or paper plate that represents the burrows. When all foragers have either been hunted down or are at the burrows, the predator must exit the rectangle and silently count to 10 before they can try again.
  - Sentinels must stay in their positions, but they can watch out for the predator and verbally warn foragers when the predator is nearby.
  - Foragers must pick up food on the ground inside the rectangle, but they can run to the burrows in the middle of the rectangle if a sentinel warns them that the predator is nearby. If a forager reaches the burrows, they are safe from the predator. If a forager loses their hand tissue, they are out and must leave the rectangle for the rest of the model. Once the predator is gone, all remaining foragers must leave the burrows again to pick up food.

6. When students understand the rules, start a timer for 3 minutes, and allow students to model meerkat behavior until the timer goes off.
7. After 3 minutes have elapsed, ask the participants to switch with the observers, redistribute the small pieces of paper within the rectangle, and run the model again by starting at step 2.

# Coping with Change Scenarios

## Fire Ants

A group of fire ants lives in a mound made of loose soil above the ground. One evening, a storm destroys part of the mound. The ants work together over the next several days to rebuild the mound.

## Chimpanzees

A group of chimpanzees lives in a rainforest. A female chimpanzee is killed by a leopard. Her baby is adopted by another female chimpanzee in the group. The baby chimpanzee survives and grows into an adult.

## Dolphins

A group of dolphins is attacked by a shark. One dolphin is injured. The dolphin cannot swim to the surface of the water to get air. Several other dolphins in the group dive beneath the injured dolphin and lift it up so that it can breathe.

## Baboons

A group of baboons goes into an area that has a lot of ticks. Ticks bite the baboons and eat their blood. The baboons groom one another and remove the ticks.

LESSON 15 RESOURCE E

# Conceptual Checkpoint Photograph

