



# TEACHER'S NOTES

How Do HUMANS  
AND ANIMALS  
KEEP COOL?

## OVERVIEW

Aimed at **key stage 1**

(Prep time 3 mins/Class time 20 mins)

Learners consider how the animals pictured keep cool; they match up the pictures with the words that describe how they keep cool.

## CURRICULUM LINKS

- Humans and other animals (Science): to recognise and compare the main external parts of the bodies of humans and other animals.
- Variation and classification: recognise similarities and differences between themselves and others, and to treat others with sensitivity.
- Citizenship and PSHE: to take part in discussions with one other person and the whole class.

## LEARNING OBJECTIVES

- To recognise the differences between humans and animals.
- To think about how the animals' habitat might impact on its behaviour and how it keeps cool.

## you will NEED

- Pencils to match up the animals to the correct description.

## PREPARATION

- Distribute enough copies of '**How do humans and animals keep cool?**' to each child and pencils to record responses.

## Activity

Watch the film about Max at [www.genesareus.org/filmlibrary/maxsstory](http://www.genesareus.org/filmlibrary/maxsstory).

Introduce the activity by explaining that Max's genetic disorder means he cannot sweat. But sweating isn't the only way to cool your body down. Ask each table to think of an animal, and then think together as a class as to how this animal keeps cool. What kind of climate does this animal live in? Hot or cold? Wet or dry?

Next ask the class to match up the pictures to show how each of the animals pictured keeps cool. Children can work together in pairs if this is easier. Use interactive whiteboard technology or a data projector to project the grid on the wall and ask each pair to feedback.

## EXTENSION

Find pictures of animals from magazines; laminate and cut them in half. Ask children to match the fronts with the backs of the animals. You could mismatch them and see if the children can spot the correct halves. Another activity is based on 'Snap', where you turn the pictures face down and children take it in turns to pick up two cards and try and match the animals by remembering where they are placed.

## FURTHER information

Children's websites on sweating and dehydration:

[http://kidshealth.org/kid/talk/yucky/sweat.html?tracking=K\\_RelatedArticle](http://kidshealth.org/kid/talk/yucky/sweat.html?tracking=K_RelatedArticle)

[http://kidshealth.org/kid/watch/er/dehydration.html?tracking=K\\_RelatedArticle](http://kidshealth.org/kid/watch/er/dehydration.html?tracking=K_RelatedArticle)

FOR MORE RESOURCES LIKE THESE, AND TO SIGN UP FOR JEANS FOR GENES DAY,  
VISIT US AT [WWW.JEANSFORGENES.COM](http://WWW.JEANSFORGENES.COM)

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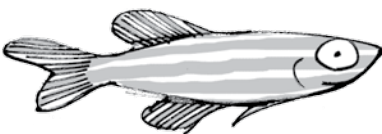
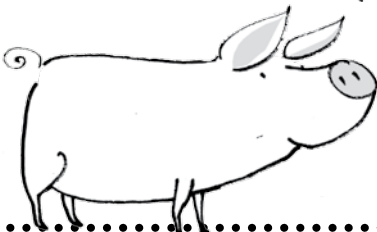
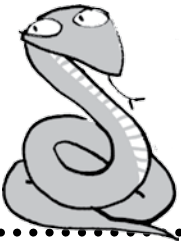
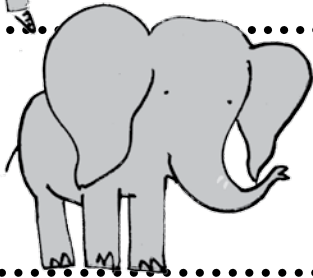
A Centre for Genetics in Healthcare



# How Do Humans and animals KEEP COOL?

Name \_\_\_\_\_

Max's genetic disorder means he can't sweat. But sweating isn't the only way to cool your body down. Can you match up these pictures to show how each of these animals keeps cool?



Panting

Rolling in mud

Flapping their ears

Sweating

Moving into deeper water

Moving into the shade

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