

Keep Wild Animals Wild: Wonderfully Wild!




Introduction

Unit Instructional Goal

By the end of the unit, pupils will be able to answer the essential questions:

- What does it mean to be wild?
- How do we live respectfully alongside wildlife?

Prepare for the Unit

- Many teachers and pupils like to develop ground rules within their classrooms to promote positive listening, respect, and sensitivity to different points of view. See page 11 in the Programme Overview for a ground rules activity.
- You may want to do a pre- and post-assessment of your pupils' knowledge about wild animals and how to live alongside them respectfully. See pages 13–15 in the Programme Overview for assessments.
- In Lesson 7, you will be taking your pupils on a walking trip around the neighbourhood to view wildlife. Choose a date for your trip and send out permission forms. Organise parent volunteers to go with you.
- You may want to take photos of the pupils and their work throughout the unit. These could be put together to make a slideshow for parents and pupils to enjoy once the unit is finished.
- See page two for links to the Key Stage 1 national curriculum programmes of study for these lessons.
-  For additional resources and online interactive activities for pupils go to **www.ifaw.org/keep-wild-animals-wild-uk**.

Studies have shown that most children have an affinity for and interest in animals, meaning that lessons with animal content are more likely to capture pupils' attention, making learning more interesting for children. Teachers can use this interest to develop knowledge and skills relevant to the 2014 primary national curriculum. Links to relevant areas of the curriculum that this resource can help you deliver are suggested below.

English

(Lessons 1-7)

Spoken language

Years 1 – 6 pupils should be taught to:

- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- participate in discussions, presentations, performances, role play, improvisations and debates
- consider and evaluate different viewpoints, attending to and building on the contributions of others.

Reading – word reading

Years 1 – 2 pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in them
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

Reading – comprehension

Years 1 – 2 pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - being introduced to non-fiction books that are structured in different ways (Year 2)
 - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- understand both the books that they can already read accurately and fluently and those that they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading.

Writing – composition

Years 1 – 2 pupils should be taught to:

- write for different purposes
- consider what they are going to write before beginning by:
 - planning or saying out loud what they are going to write about
 - writing down ideas and/or key words, including new vocabulary
 - encapsulating what they want to say, sentence by sentence.
- read aloud what they have written with appropriate intonation to make the meaning clear.

Writing – vocabulary, grammar and punctuation

Years 1 – 2 pupils should be taught to:

- develop their understanding of the concepts set out in the Primary National Curriculum English Appendix 2 by:
 - leaving spaces between words
 - joining words and joining clauses using and
 - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
 - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
 - learning how to use both familiar and new punctuation correctly.
- Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Science

(Lessons 1-3, 5-7)

Animals, including humans

Year 1 pupils should be taught to:

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores.

Year 2 pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air).

Living things and their habitats

Year 2 pupils should be taught to:

- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Art and Design

(Lesson 8)

Key Stage 1 pupils should be taught to:

- use a range of materials creatively to design and make products
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

Computing

(Lesson 8)

Key Stage 1 pupils should be taught to:

- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school.

Non-statutory Personal, Social, Health and Economic Education (PSHE)

(Lessons 2, 4, 6 and 7)

The non-statutory nature of Personal, Social, Health and Economic Education offers teachers and students the opportunity to creatively explore the three core themes of the subject through the lens of animal welfare and conservation as well as human interaction with animals.

The PSHE Association identifies the following core themes for PSHE Education:

- Health and Wellbeing
- Relationships
- Living in the Wider World

Lesson 1:

Introducing the Unit

Overview

This lesson introduces the essential questions of the unit: What does it mean to be wild? and How do we live respectfully alongside wildlife? As an introduction, pupils will think about and discuss wild and domestic (not wild) animals. They will consider whether particular animals are wild or not wild, and they will do a sorting activity to reflect their understanding.

Materials

Flip chart, Post-it notes

Time

50 minutes

Subject Areas

English, Science

Instructional Goal

This lesson will help pupils begin to understand how wild animals are different from domestic animals.

Lesson Objectives

Pupils will:

- begin to define animals as either 'wild' or 'not wild.'

Introduce Lesson Target Question

Write the target question on the board and read it aloud to pupils.



What does it mean to be wild?

Explain that as pupils work through this lesson, they will think about this question. At the end of the lesson, they will discuss their thoughts about the question.


Introduce 'Wild' and 'Not Wild' Animals

1. Explain to pupils that they are going to read a magazine about wild animals. They will also view a film about these animals. Explain that in this unit they will explore questions about what it means for an animal to be wild and how people can live respectfully alongside wild animals.

2. Ask pupils to take a minute to think about what the words *wild* and *not wild* mean. Then ask them to turn and talk with a partner about what they think the words mean. Ask partners to share their ideas. Note pupils' responses to get a sense of what they do and don't understand about animals that are wild and animals that are not wild.

Activity: Sorting Animals

1. Create a large chart on the flip chart with the headings 'Wild' and 'Not Wild'. Write the name of a different animal on several Post-it notes – for example, lion, horse, elephant, hedgehog, lizard, turtle, chicken, cow, etc.
2. Read the name of each animal and ask pupils to talk with a partner to decide if they think the animal is wild or not wild. Allow about half a minute for children to talk about the animal. Then discuss these questions with the class.
 - *This Post-it says 'elephant.' Should we put an elephant in the wild or not wild column?*
 - *Why do you think an elephant is wild?*
 - *Why do you think an elephant is not wild?*
3. Place the Post-it note in the column according to what the majority of pupils think. If pupils do not agree, place the Post-it note in the column that has the most support from pupils, but add a question mark to the Post-it note.
 - *We don't all agree about whether [animal's name] is wild or not. We will come back and look at this animal again after we have read and talked more about wild animals. We might decide to place the animal in a different column.*
4. Repeat with the rest of the Post-its.
5. Depending on the level of your pupils, you may want to choose animals that can be both wild and not wild, such as ducks.
 - *Do you think ducks are wild or not wild? Why?*

Some pupils may think about domestic species of ducks they see being raised on a farm and say ducks are not wild, while other pupils may think about wild duck species and reason that ducks are wild.
6.  Revisit the target question: What does it mean to be wild? Remind pupils that they will learn more about what it means to be wild in this unit.

Lesson 2:

Keep Wild Animals Wild Film

Overview

Pupils will watch chapter one of the *Keep Wild Animals Wild* film, which gives an overview of the differences between wild and domestic animals, explains that wild animals are adapted to live in the wild, and discusses how people can share their world with wild animals. Pupils will begin exploring adaptations and habitat by focusing on the iguana shown in the film.

Materials

Film, crayons or coloured pencils, **Worksheet 1: Meet a Green Iguana**

Time

50 minutes

Subject Areas

English, Science, PSHE

Instructional Goal

This lesson will reinforce the concept that some animals are wild and some are not and build understanding of what it means to be wild.

Lesson Objectives

Pupils will:

- build curiosity about wild animals.
- begin to list the conditions that wild animals need to survive.
- distinguish between harmful and helpful human behaviours towards wild animals.
- begin to demonstrate the willingness to treat wild animals with respect.

Introduce Lesson Target Question

Write the target question on the board and read it with pupils.




How can we treat wild animals with respect?

Explain that as pupils work through this lesson, they will think about this question. At the end of the lesson, they will share their thoughts on the question.


Preview/View the Film

1. Tell pupils that they will be watching a film about wild animals, what they need to live, and how people can share the world with them. Ask pupils:
 - *What kinds of things do you think you will see in this film?*
 - *What do you think wild animals need to live?*
2. The pupils will view the film twice, once uninterrupted and once with pauses for discussion. For the first viewing, tell pupils to pay close attention to the wild animals and what it means for them to be wild.
3. Play chapter one for the pupils. NOTE: Chapters two and three of the film cover wildlife trade, a subject that is beyond the scope of this unit.

Discuss the Film

1. Tell pupils that they will view the film again, but this time you will stop the film at certain places so they can talk about it.
2. Stop the film at the following minutes and ask pupils to respond to the questions below:
 - 1:10–1:19 (after the scene that shows the lion cub): *The lion cub in the film looks like a cute kitten, but how is it different?*
 - 7:00–7:12 (after the scene that asks about whether birds and tigers would make good pets): *Would these animals make good pets? Would an elephant make a good pet? Why or why not?* Have one or two pupils respond. *Let's see what might happen with an elephant pet.*
 - 7:55–8:22 (after the scene with the animation of the child behaving poorly towards the animals): *Does this look safe for the animal? Does it look safe for the child? What do you think?*
3.  Revisit the target question: How can we treat wild animals with respect?
 - *Let's think about our target question. What are some ways you saw people treating wild animals respectfully in the film? What are some ways we can treat wild animals with respect?*

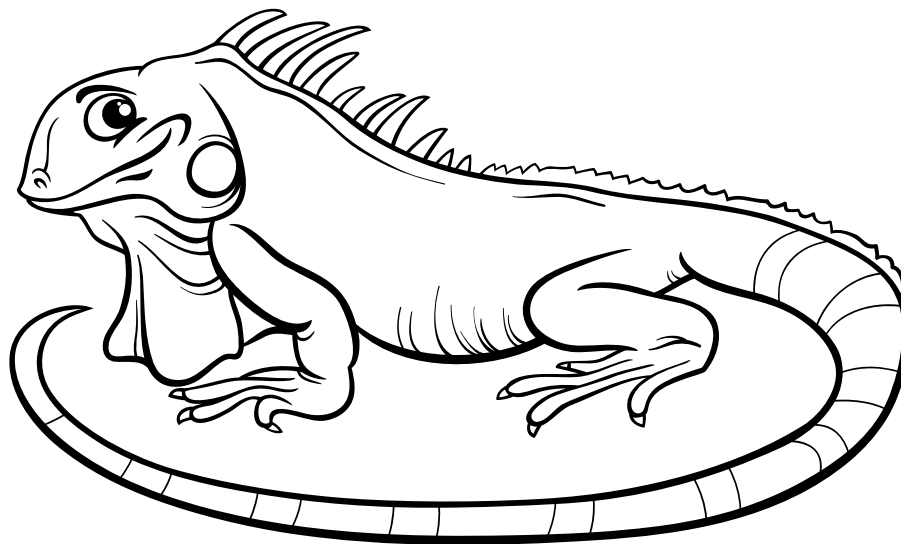
Activity: A Green Iguana's Natural Home

1.  Give pupils **Worksheet 1: Meet a Green Iguana**.
Remind pupils of the scene in the film about the green iguana and review minutes 5:40–6:55 of the film if necessary. Ask the following questions and list pupil responses on the board:
 - *What does the green iguana's natural home look like? What things does the iguana need where he lives? (trees, leaves, flowers, fruit, water)*
 - *Where does the green iguana get his food? Where does he sleep? Where else does he go? (finds leaves, flowers and fruit in trees; sleeps in the treetops; sometimes jumps into the water and swims)*
2. Tell pupils to draw and colour the iguana's home on their worksheet, including all the things they know the iguana needs to live. They may also colour the iguana.
3. When finished, ask the pupils to share their drawings. Then discuss the green iguana's adaptations and habitat:
 - *What body parts help the iguana live in his natural home? (claws to climb; long tail for balance; tail and spines for defence; sharp teeth to eat leaves, flowers and fruit)*
 - *What would happen to the green iguana if he lived somewhere without trees? (Pupils' responses may vary, but remind pupils that iguanas use trees for shelter, food, sleeping and keeping warm.)*
 - *What would happen if he lived somewhere without trees and water? (Green iguanas would lose their source of food and shelter and place to escape [water].)*

Worksheet 1: Meet a Green Iguana

Name: _____ Date: _____

Directions: Draw and colour the green iguana in his natural home.



Lesson 3:

Born to Be Wild

Overview

Pupils will preview the Pupil Magazine and read, or follow along with, the article 'Born to Be Wild.' Pupils will discuss how wild animals meet their needs compared to how domestic animals meet their needs. To extend the lesson, pupils may draw and label an illustration showing how a lion's needs are met.

Materials

Pupil Magazine, film, chart paper from Lesson 1, drawing paper, markers/crayons/paints

Time

60 minutes core lesson;
20 minutes extension activity

Subject Areas

English, Science

Instructional Goal

This lesson will help pupils understand that for wild animals to survive, they must meet their own needs from the wild.

Lesson Objectives

Pupils will:

- understand the conditions that animals, wild and domestic, need to survive.
- understand that the difference between wild and domestic animals is how the animals meet these needs.
- begin to describe the physical, social and behavioural requirements necessary for wild animals to thrive.

Introduce Lesson Target Question

Write the target question on the board and read it aloud to pupils.




Why do wild animals belong in the wild?

Explain that as they work through this lesson, they will think about this question. At the end of the lesson, they will discuss their thoughts about the question.

Preview the Magazine and Article

1. Give each pupil a copy of the Pupil Magazine. Ask them to preview the magazine by first looking at the table of contents. Read aloud the names of the articles and stories and have pupils read along with you if they can.
 - *What kinds of things do you think we will read about in this magazine?*

2. Tell pupils that today they will read the article 'Born to Be Wild'. Ask them what page the article begins on and have them turn to that page.
 - *Let's look at the pictures in this article. What do you see in the large pictures on page three? (lion cub and pet kitten) Which animal do you think is wild? (lion cub)*
 - *What does the chart on page four show us? (animals that are wild and animals that are not wild)*
 - *Look at the words in bold on page three: domestic and wild animals. These words are in the glossary at the back of the magazine. Let's turn to the glossary on page 18 and read the definitions together.*
3.  Show pupils minutes 1:14–3:04 in the film that talk about what makes wild animals different from domestic animals and what wild animals need. *Before we read, let's go back and look at what we learned from the film.*
 - *What does the film tell us about wild animals and domestic animals?*
 - *The heading on page five says, 'What do wild animals need?' What did you learn about what wild animals need from watching the film?*
 - *Let's read this article and see what it says about being wild. Let's see whether the information is the same as we learned in the film.*


NOTE: If it is not possible to view the film, help pupils recall what they saw in this segment of the film.

Read

Ask pupils to read the article. Some pupils will be able to read the article independently. Other pupils may benefit from reading the article with a partner. You may want to read the article to beginning readers as they follow along.


Discuss

1. Have pupils look at the chart on page four.
 - *What animals are wild? What makes them wild? (Wild animals take care of themselves.)*
 - *What animals are domestic or not wild? What makes them domestic? (Domestic animals have lived with people for so long that they have changed. They need people to take care of them. Provide the example of wolves living close to people and over thousands of years becoming domesticated dogs.)*

-  Look back at the bottom of page three. Which sentence gives important information that the film tells us too? (Wild animals take care of themselves.)

NOTE: Some pupils may ask about feral animals. Explain that a feral animal is a domesticated animal that survives in a wild state but is still considered domestic. Feral animals still depend on humans for food and shelter so they usually live near people.

2. Have pupils use the table on page five to compare how wild and domestic animals meet their needs.
 - Look at the table on page five. Let's compare the needs of wild animals and domestic animals and how these needs are met.
 - How do wild animals get shelter? How do domestic animals get shelter?
 - How do wild animals get food? How do domestic animals get food?
 - How do wild animals get water? How do domestic animals get water?
 - How do wild animals get space? How do domestic animals get space?

3. Direct pupils' attention to the chart they made in Lesson 1. Discuss the placement of each animal on the chart.
 - Let's look at the chart we made in a previous lesson. Did we say an elephant is wild or not wild? Let's think about how elephants get their needs met. Where do elephants get shelter? Where do elephants get food? How do they get water? Space?
 - Is an elephant wild or domesticated? After you have watched the film and read this article, do we need to move the sticky note to a different column?
4. Explore the diagram of a tiger's special features on page seven.
 - Wild animals' bodies help them survive in the wild. What do the picture and labels on page seven tell us? (how the parts of a tiger's body help the tiger survive)
 - How does a tiger's tail help the tiger survive?
 - How do a tiger's padded paws help the tiger survive?
5.  Revisit the target question: Why do wild animals belong in the wild?
 - Let's think about our target question. How would you answer this question?

Lesson 3 Extension: 'What a Lion Needs' Drawing

Ask pupils to apply what they learned about wild animals' needs by drawing a picture showing what a lion needs in order to survive. Ask pupils to draw a lion in the centre of their paper. If necessary, reread the table on page five with pupils. Use leading questions to help them think about and then draw and label what a lion needs in order to live.

- What things do lions need to survive? (food, water, shelter, space)
- Where do lions get their food? Draw a picture that shows what a lion eats. (Guide pupils to draw other animals that a lion would hunt – for example, buffalo, antelope, etc. Ask pupils to label the food source or dictate to you as you write it for them.)
- Lions need water to drink. Where do lions get their water? (Guide pupils to draw a watering hole. Ask pupils to label the water source or dictate to you as you write it for them.)
- Lions need a place to rest or get out of the hot sun. Where do you think they get shelter? Draw a picture of it. (Guide pupils to draw tall grass or a tree. Ask pupils to label the shelter or dictate to you as you write it for them.)
- What else do animals need? Show the space where lions live and can roam.
- Where does the lion find all of the things you have just drawn?

Lesson 4:

Meet a Wildlife Vet

Overview

Pupils will read a profile of a wildlife vet and learn what the role entails. They will role-play a vet working with wild animals.

To extend the lesson, pupils may draw a picture of a wildlife vet releasing an animal into the wild.

Materials

Pupil Magazine, drawing paper, markers/crayons/paints, film (optional)

Time

50 minutes core lesson and activity; 20 minutes extension activity

Subject Areas

English, PSHE

Instructional Goal

This lesson will help pupils understand how caring for wild animals is different from caring for domestic animals.

Lesson Objectives

Pupils will:

- participate in a discussion about the role of a wildlife vet.
- demonstrate an understanding of the difference in how wild animals and domestic animals are given treatment.

Introduce Lesson Target Question

Write the target question on the board and read it aloud to pupils.



How is caring for wild animals different from caring for domestic animals?

Explain that as they work through this lesson, they will think about this question. At the end of the lesson, they will discuss their thoughts about the question.

Preview

Give each pupil a copy of the Pupil Magazine. Invite them to turn to the profile of the wildlife vet on page eight. Read the title and have pupils preview the photographs. Ask pupils:

- *What do you think a vet does?*
- *How do you think caring for sick or hurt wild animals is different from caring for sick or hurt pets?*

Read

Ask pupils to read the profile. Some pupils will be able to read the profile independently. Other pupils may benefit from reading with a partner. You may want to read the profile to beginning readers as they follow along.


Discuss

Use the following question prompts to have pupils discuss the profile.


- *Look at the second paragraph. What does the text say is different about treating pets and treating wild animals? (Vets can pet cats or dogs to calm them, but they can't do this with wild animals.)*
- *Why do you think Ian says he needs to work quickly when dealing with wild animals? (Wild animals are afraid of people, so he wants to get the scary situation over quickly for them.)*
- *What does Ian say is the best part of his job? (releasing animals back into the wild) Why do you think he says this? (He knows wild animals belong in the wild, and he loves to see them back where they belong.)*

Activity: Role-Play

1. Invite pupils to engage in a role-play showing how a wildlife vet treats wild animals. If your pupils have had experience with taking a pet to the vet, ask them to think about the following questions before they participate in the role-play.
 - *How do you get your pet to the vet?*
 - *How does your pet feel when you take him or her to the vet?*
 - *How do you comfort your pet when you are with the vet?*
 - *Who else might be in the room with you and your pet?*
 - *What are some reasons people might take their pets to the vet?*
2. Next invite pupils to imagine they have to take a wild animal to a wildlife vet. Ask them to consider the questions below:
 - *What animal is the vet treating?*
 - *Why is the animal being treated by the vet? (hit by car, gunshot wound, sick, etc.)*
 - *Where is the vet treating the animal?*
 - *What in this environment would be frightening to a wild animal? (bright lights, people, voices, strange sounds and smells)*
 - *How can the vet make the experience less scary for the animal?*

3. Place pupils into groups of three. One pupil can role-play the vet, one can role-play the wild animal and one can play a person who alerted the vet to the wild animal's problem. Have each group prepare a short role-play to present to the class.
4. After pupils have presented their role-plays, ask them to point out the major differences between caring for a wild animal compared to caring for a pet. Pupils might mention things such as: not talking when working with a wild animal, working quickly, trying not to handle the animal, turning off lights, moving other people away, etc.
5.  Revisit the target question: How is caring for wild animals different from caring for domestic animals?
 - *Think about the target question. How would you answer this question?*

Lesson 4 Extension: Draw the Release of a Wild Animal

1. Ask pupils if they remember what Ian, the wildlife vet, said was the best part of his job (releasing the wild animal back to where the animal belongs... in the wild).
2. Ask pupils to draw a picture of a wild animal being released back into the wild after he has been treated by a wildlife vet. Tell pupils to be prepared to explain their drawing to their classmates.
3.  You may want to show pupils minutes 8:40–9:40 of the film as the wild animal is released into the wild.

Lesson 5: Two Kinds of Cats

Overview

Pupils will read a poem comparing domestic cats and tigers. They will use a Venn diagram to make comparisons and relate their findings to the essential questions. To extend the lesson, pupils may use the poem as a model to write their own poem or song.

Materials

Pupil Magazine, flip chart paper, sentence starters (see below)

Time

50 minutes core lesson and activity; 20 minutes extension activity

Subject Areas

English, Science

Instructional Goal

This lesson will help pupils understand the difference between wild animals and domestic animals and to appreciate how we can live respectfully alongside wildlife.

Lesson Objectives

Pupils will:

- interpret information presented through a poem.
- identify the theme of a poem.
- understand the difference between how wild animals and domestic animals meet their needs.
- compare and contrast the different physical, social and behavioural requirements necessary for a tiger and a domestic cat to thrive.
- distinguish between harmful and helpful human behaviours towards tigers and cats.
- distinguish between positively interacting with cats up close and enjoying tigers from a safe and respectful distance.

Introduce Lesson Target Questions

Write the lesson target questions on the board and read them aloud to pupils.



How are wild tigers and domestic cats the same and different?

How do we show our love for them?

Explain that as pupils work through this lesson, they will think about these questions. At the end of the lesson, they will discuss their thoughts about these questions.

Preview

1. Give each pupil a copy of the Pupil Magazine. Ask them to turn to the poem on page nine.
 - *What kind of text is this?*
 - *What do you think the two kinds of cats are that we will read about in the poem?*
2. Call attention to how the poem is laid out in verses. Tell pupils that the bold text tells them they should read the words more forcefully. Explain that the words are not neatly laid out in sentences like in a story or an article.

Read


1. Read aloud the poem as pupils listen and follow along. Model reading with expression, varying the speed and rhythm of your reading to match the text cues.
2. Read aloud the poem again, this time having pupils read it with you.

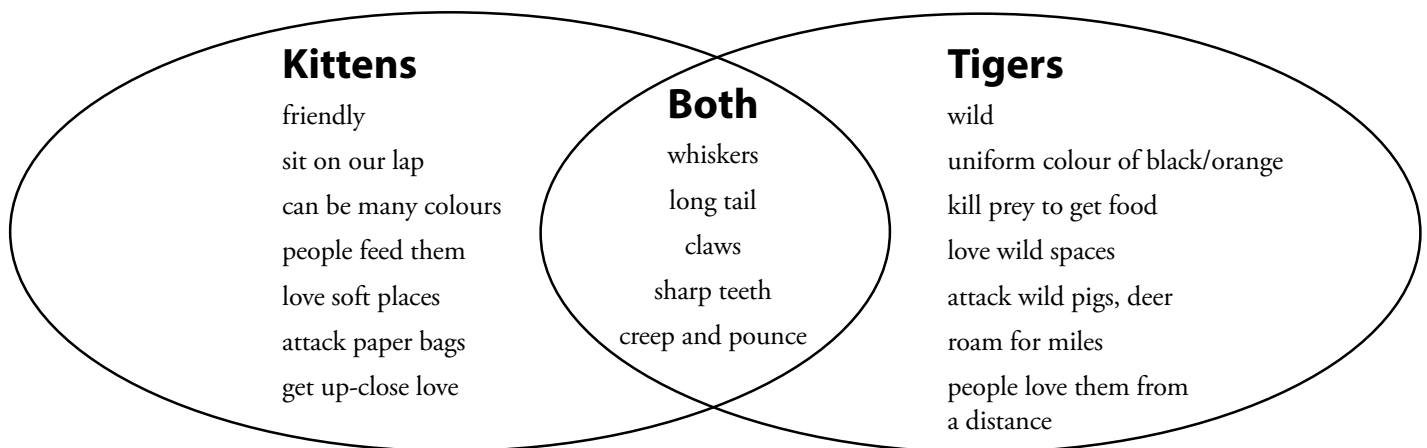
Discuss

Encourage discussion to help pupils understand the theme of the poem. Ask the questions below.

- *What are the two cats in the poem?* (Pet kitten, tiger)
- *What are some things that a cat and a tiger have in common?* (Whiskers, tails, sharp teeth, claws, both slink and creep)
- *What is different about the way kittens and tigers eat?* (People feed kittens; tigers kill their prey to get food.)
- *What is different about the places kittens and tigers like?* (Kittens love people's laps, soft resting places; tigers love forests, creeks, space to roam.)
- Call attention to the line where the words run together. *Can we read this in a way that sounds a bit like a cat purring?* Read the line with pupils. *Why do you think the poet wrote the line this way?* (To emphasise the difference between kittens and tigers – kittens are loving, we can hold them close)
- *What message do you think the poet wants us to understand after reading this poem?* (Kittens are pets but tigers are wild; tigers need to live in the wild.)
- *What do you think are ways we can respect wild animals?* (We should respect tigers by keeping our distance from them and letting them be wild and free.)

Activity: Venn Diagram

- Ask pupils to complete a Venn diagram and use information from the poem to compare and contrast kittens and tigers. One side of the Venn diagram lists the characteristics of kittens; the other side lists the characteristics of tigers. The overlapping part in the middle lists characteristics of both kittens and tigers. You may want to create the Venn diagram with pupils as a whole group to support them.
- Ask pupils to look at the completed Venn diagram. Ask the questions below.
 - Look at the information we have written on the Venn diagram. How do we know a tiger is wild?
 - How can we best love tigers?
-  After completing the Venn diagram, call attention to the target questions: How are wild tigers and domestic cats the same and different? How do we show our love for them?
 - Think about the target questions. How would you answer these questions?



Lesson 5 Extension: Write a Poem or Song

- Explain to pupils that in groups of two or three they will write their own poem or make up a song that compares a wild animal and a domestic one – for example, a domestic dog and a wolf.
- Discuss the structure of the poem with them and ask pupils to note how one line talks about a kitten and the next line talks about the tiger. Explain that they will use the poem as a model to write their own poem or song. Provide sentence starters that can help them, such as these examples for comparing dogs and wolves.

Dogs are _____	Dogs love _____
They _____	Wolves love _____
Wolves are _____	
They _____	
- Before pupils begin working on their poem or song, brainstorm some differences between dogs and wolves, using similar topics from the poem: how the two animals look, things they love, what they eat, etc. Record pupils' ideas on flip chart paper for them to use as they write.
- For younger children, create the poem or song as a group activity. Ask pupils to help you decide on the words to use. If pupils choose to do a song, they could add percussion, dance steps or motions.

Lesson 6:

Daisy and the Dragon

Overview

Pupils will read a fantasy story and relate the theme of the story to the unit's essential questions. Pupils will respond to statements about pets by 'voting with their feet'. To extend the lesson, pupils will draw their own mythical wild creature.

Materials

Pupil Magazine, card or flip chart paper, drawing paper, markers/crayons/paints, film

Time

50 minutes core lesson and activity; 30 minutes extension activity

Subject Areas

English, Science, PSHE

Instructional Goal

This lesson will reinforce the idea that wild animals belong in the wild and that people cannot adequately provide for their needs.

Lesson Objectives

Pupils will:

- identify and describe story elements.
- understand the story theme: It is better for wild animals and people if wild animals live in the wild.
- distinguish between harmful and helpful human behaviours towards wild animals.
- consider the natural behaviours and needs of wild animals.
- indicate an awareness of the 'feelings' of wild animals.
- explore multiple perspectives on how to live respectfully alongside wildlife.

Introduce Lesson Target Question

Write the target question on the board and read it aloud to pupils.



Why should wild animals live in the wild?

Explain that as pupils work through this lesson, they will think about this question. At the end of the lesson, they will discuss their thoughts about the question.


Preview

1. Give each pupil a copy of the Pupil Magazine. Have them turn to the story on page 10.
 - *What is the girl in the picture doing?*
 - *What animal do you see?*
2. Read aloud the title and page 10 as pupils follow along.
 - *What do you think might happen in this story?*

Read

Invite pupils to read the rest of the story. Some pupils will be able to read the story independently. Other pupils may benefit from reading with a partner. You may want to read the story to beginning readers as they follow along.

Discuss


1. Encourage discussion to help pupils understand story elements and the theme of the story.
 - *Who are the characters in this story?* (Daisy, baby dragon)
 - *Where is the setting of the story?* (A make-believe forest near a castle)
 - *How does Daisy try to take care of the baby dragon?* (Tries to give the dragon food, find things for the dragon to play with, give the dragon a bath, find a place for the dragon to sleep)
 - *Why don't the things Daisy tries to do work?* (The dragon is wild, not a pet. He doesn't respond to things the same way a domestic dog or cat would.)
 - *How is the problem of the baby dragon solved?* (The dragon mama comes and takes him back to the wild.)
 - *Why does the text say "And Daisy was very happy to wave good-bye"?* (It was too hard for her to take care of a wild animal.)
 - *What do you think Daisy learned from her experience with the dragon?* (Dragons are better off living in the wild.)
 - *What do you think the author of this story might say to someone who has a wild animal as a pet?* (Possible answer: Wild animals are not pets and should be in the wild.)
 - *What do you think the vet Ian Robinson would say?* (Possible answer: Wild animals belong in the wild.)
2.  Show pupils minutes 7:12–7:45 in the film. Ask them to compare what happened with the animated elephant in the film and the dragon in the story.
 - *How are the message of this part of the film and the message of the story the same?*

NOTE: If it is not possible to view the film, help pupils recall what they saw in this segment of the film.

Activity: Vote with Your Feet!

1. Write the words *yes* and *no* on large pieces of card or chart paper. Tape the paper with the word *yes* in one corner of the room and the paper with the word *no* in another.
2. Tell pupils they will vote with their feet and have the chance to convince others to agree with them.
3. Read the agree/disagree statements to pupils one at a time, and ask them to walk to the 'yes' corner if they agree with the statement and to the 'no' corner if they disagree. Call on pupils to explain why they think the way they do. Allow pupils to move if they are convinced to change their position. Then read the next statement.

Agree/Disagree Statements

- The best place for a wild animal is in the wild.
 - Wild animals would like it if people petted them.
 - Wild animals do not need people to feed them.
 - A tiger could be tamed and be just like a kitten.
4.  After pupils have completed the activity, call attention to the target question: *Why should wild animals live in the wild?*
 - *Think about the target question. How would you answer this question?*

Lesson 6 Extension: Wild Creature Drawings

1. Discuss with pupils what they have learned in this unit about wild animals and how they are adapted to live in the wild.
2. Invite pupils to draw their own fantasy wild animal in the creature's habitat. They should label their creature's body parts, highlighting how the body parts help the creature find food, water, shelter or space in the wild.
3. Allow pupils to present the drawings of their creatures and explain why their creature would not make a good pet.

Lesson 7: Wild Animals – In Your Neighbourhood!

Overview

Pupils will read an article to find out how wild animals live in neighbourhoods with people. They will choose a wild animal and research the animal's needs to find out how they are being met by the neighbourhood habitat. To extend the lesson, pupils will take a walking trip to observe the wildlife near their classroom.

Materials

Pupil Magazine, sheet of paper for each pupil, reference materials including website links, flip chart paper, markers, film

Time

25 minutes reading and discussion; core activity and extension time may vary

Subject Areas

English, Science, PSHE

Instructional Goal

This lesson will help pupils understand that there are wild animals all around them. It will also help them understand that they can observe wild animals, but they should be careful not to harm or disturb the animals in any way.

Lesson Objectives

Pupils will:

- identify wild animals that live in their neighbourhood.
- research a wild animal that lives in their neighbourhood and find out how the animal's needs are met there.
- demonstrate the willingness to inform others about how to minimise the harm they cause wild animals by explaining what they should do when they see a wild animal.

Introduce Lesson Target Question

Write the target question on the board and read it aloud to pupils.



How can we live respectfully alongside wild animals?

Explain that as pupils work through this lesson, they will think about this question. At the end of the lesson, they will discuss their thoughts about the question.

Preview


1. Give each pupil a copy of the Pupil Magazine. Invite them to turn to page 13. Read the title of the article with them.
 - *Do you think there are wild animals in our neighbourhood? What wild animals could live here?*
2. Read the headings in the article with pupils.
 - *Based on the headings, what might we learn when we read this article?*
 - *What does the text in the box on page 13 tell us? (how to spot signs of wild animals)*
3. Point out the words in bold: *habitats, suburbs, rural*. Ask pupils if they know what the words mean. Then read aloud the glossary definitions with them.
4. Depending on where the pupils live, they may not be familiar with some of the animal names in the article: *peregrine falcon, hedgehogs, caracal, hyena, gazelles, Indian muntjac, serow*. You may want to pre-teach these animal names and show pupils pictures of the animals before they read the article. They can find pictures of some of these animals on page 14.

Read

Ask pupils to read the article. Some pupils will be able to read it independently. Other pupils may benefit from reading with a partner. You may want to read the article to beginning readers as they follow along.

Discuss

1. Discuss the article with pupils using the following question prompts.
 - *How can you tell if there are wild animals around? (animal sounds, rustling grass, paw prints, trails, holes, nests or animal droppings)*
 - *Let's look at the clues on the list on page 13. What wild animals might leave these clues?*
 - *What are some wild animals you might see in a neighbourhood in London? (peregrine falcons, foxes, hedgehogs, squirrels, mice) In the Arabian Peninsula? (grey wolves, caracal, striped hyenas, gazelles) In rural southern China? (mongoose, deer, Indian muntjac, serow)*
 - *Why is it good to have wild animals in our neighbourhoods? (eat insects, spread seeds, add beauty to our lives)*
 - *Why do some people not like having wildlife nearby? (dislike having wild animals use people's homes for shelter or food, they might make noise, they might chew on things)*

- *Why does the author say that 'it's their neighbourhood, too'?* (Possible answer: because animals need homes the same as people do; because people move into places where wild animals live; because sometimes we create habitat for wild animals when we create habitat for ourselves, e.g. a pond in a golf course, a barn, etc.)
2. Discuss the sidebar text on page 15.
 - *This box gives us hints on what to do to see wild animals and what to do if you see a wild animal. What are some things we should do?*
 - *What does 'slow down, go around and don't step on' mean?* (Be careful not to hurt any kind of wildlife.) *What might you be careful not to step on?* (possible answer: insects; an animal's home, such as a log; a turtle on a path, etc.)
 3.  Show pupils minutes 7:55–8:22 in the film. Ask pupils:
 - *Is the child observing wild animals respectfully? How do you think the animal feels? What would you tell the child to do instead?*

Then show minutes 8:22–8:40 in the film.

 - *What is the child doing now that is respectful of wild animals? How do you think the animal feels now?*

NOTE: If it is not possible to view the film, help pupils recall what they saw in this segment of the film.
 4. Ask pupils to turn to page 16.
 - *Here are some more things we can do to watch wildlife. Let's read this list together.*
 - *What should we remember when we want to see wildlife?* (to do things that keep ourselves and the animals safe)
 5. Ask pupils to turn to page 17.
 - *This puzzle shows pictures of children observing wildlife in their backyard. How good are you at observing? Can you spot 10 small differences between the pictures?*

Activity: Wild for a Reason Poster

1. Choose a wild animal that the class is interested in that lives in their neighbourhood.
2. Provide reference materials for pupils, including website links, on the wild animal. You may even find a webcam of a wild animal in your neighbourhood.
3. Invite pupils to work in groups of two or three. Have them fold a blank sheet of paper in half and then in half again. Ask them to write the wild animal's needs in each box (food, shelter, water, space). As pupils research the animal, have them draw or write ideas of how the wild animal is getting his needs met in their neighbourhood.

With young children, you may want to direct the research, reading sections from the text, asking pupils to paraphrase what you read, and then showing pupils how you take notes on a research sheet on flip chart paper.


Research Sheet

Food	Water
Shelter	Space

4. Once pupils have found information on the wild animal, discuss what physical characteristics the animal has that help it live in its habitat.
5. Ask pupils to work in groups or with a partner to create an informational poster about the wild animal. Ask them to draw the wild animal and write the animal's name as a heading. Ask them to label the body parts that help the wild animal survive. Ask them to add pictures to show how the animal gets the things it needs from its habitat: food, water, shelter, space. For example, pupils could label a tree squirrel's tail, which helps the squirrel keep its balance when climbing trees, sharp claws that help the squirrel grip the tree, big ears to hear any predators nearby, sharp teeth to crack the nuts the squirrel eats. The habitat would show trees that provide nuts and seeds for food, places for building nests, leaves that provide the squirrel with the water it needs, and so on.

Ask each group of pupils to add messages to the poster about how people can live respectfully with wild animals in their neighbourhood – for example, turn off lights at night, do not disturb wild animals, give a wide berth, don't litter, protect natural spaces, protect streams, etc.

You may want to help younger pupils complete the poster. They might add their own drawings or cut out pictures and paste them on the poster. Ask pupils what they want to write on the poster and record it for them. Point to each word after you are finished writing, and have pupils read the text with you.

6.  After pupils have had a chance to research, create, and present their posters, discuss the target question: How can we live respectfully alongside wild animals?
 - *Think about the target question. How would you answer this question?*

Lesson 7 Extension: Local Wildlife Investigation

1. Ask pupils to brainstorm a list of wild animals that live in their neighbourhood.
2. Tell pupils that they will be taking a short walking field trip around the school or the neighbourhood to look for these wild animals or evidence of these animals. Pupils may also see wild animals that are not on their list.
3. Before pupils go looking for wild animals, ask them to create a 'code of conduct' for viewing animals on their walk. The 'code of conduct' should outline simple rules for observing wildlife safely and respectfully. Ask pupils to refer to the sidebar on page 15 and the information on page 16 of the Pupil Magazine as you create the 'code of conduct' together.
4. Give pupils **Worksheet 2: Observation Chart**. During the walking trip, as pupils observe wild animals, or evidence of animals, ask them to make notes on the chart. Remind pupils that they might not see the actual wild animal, but they might see evidence of the animal, such as a feather, a nest or droppings. Younger pupils can draw pictures of what they observe, rather than writing words.

Worksheet 2: Observation Chart

Name: _____ Date: _____

Directions: Write or draw what you see.

Animal I See	Location	
Evidence I See	Location	What Animal?

Lesson 8: Culminating Project

Overview

Pupils will create a culminating project to demonstrate their learning and spread awareness of how to keep wild animals wild.

Instructional Goal

This lesson will allow pupils to demonstrate their understanding of what it means to be wild and how people can live respectfully alongside wildlife.

Lesson Objectives

Pupils will:

- discuss what they learned and answer the essential questions.
- use a variety of media to share what they have learned in the unit.
- demonstrate that they are positively inspired by wild animals and the environment through artistic expression, language, expressive thought, etc.
- demonstrate the willingness to influence others to be personally responsible for minimising the harm they cause individual wild animals and populations.

Materials

Flip chart paper; other materials will vary based on project selected

Time

Time will vary based on project selected

Subject Areas

Art and Design,
Computing


Post-Assessment

See pages 13–15 in the Programme Overview for a post-assessment to help you evaluate what your pupils have learned about wild animals.

Prepare for the Project

1. Discuss with pupils how they will teach others what they learned about wild animals in this unit. Use the ideas below, or ideas pupils have, to share information.
2. Ask pupils to consider the specific audience they want to target. You may choose for pupils to present their projects to the classroom, the greater school community or an online community for teachers. Keep in mind your school's privacy policies and protecting your pupils' privacy when sharing their work or pictures/films beyond the school setting.
3. Determine what resources are available for pupils and how much time they will spend on the projects. This will help determine the scope of the pupils' projects.

Project Ideas

1. **Visual Arts Showcase:** Have pupils choose a wild animal and create a visual representation of the animal. Depending on resources available, you may have pupils choose from several visual arts mediums: drawing, painting, clay models, paper models and so on. For drawings and paintings, ask pupils to write at the top of a piece of paper: 'I am wild, not a pet'. For three-dimensional models, ask pupils to write the sentence on a small card to place in front of their model. Ask pupils to share their artwork in one or more of the following ways:
 - **Sharing with pupils in the classroom:** Ask pupils to set up their art projects at their seat locations along with a blank piece of paper for comments. Ask pupils to walk around the room, viewing each others' projects and writing compliments about the work.
 - **Sharing with greater school community:** Choose a location in the school for other pupils to view the projects. Invite other classes to come to view the pupils' projects.
 - **Sharing with an online community for teachers:**  Pictures of pupils' visual arts projects can be uploaded to the online community for classrooms around the world to see. Pupils may also enter their drawings in the Animal Action Art and Writing Contest. See page 10 in the Programme Overview for information about the online community and the art and writing contest.

Introduce Lesson Target Question

Write the target question on the board and read it aloud to pupils. Explain that it is time for them to show what they have learned.




What have we learned?

Discuss Essential Questions

1. Ask pupils to turn to a partner and share the important things they learned in the unit. Then ask partners to share with the class. Write their ideas on the flip chart.
2. Display the essential questions and read them aloud.
 - *What does it mean to be wild?*
 - *How do we live respectfully alongside wildlife?*

Discuss the questions with pupils. To ensure that all pupils think about the questions, you may want to have partners discuss the questions first before opening up the discussion with the whole class.


2. Class Film: Work with the pupils to create a film that everyone in the class can contribute to. In order to teach others about the ideas in this unit, ensure the film answers the unit's essential questions: 'What does it mean to be wild?' and 'How do we live respectfully alongside wildlife?' Ask pupils to share their film in one or more of the following ways:

- **sharing with pupils in classroom:** View the completed film in the classroom.
- **sharing with greater school community:** Present the film at an assembly or invite classes to view the film in the classroom.
-  **sharing with an online community for teachers:** The film can be uploaded to the online community for classrooms around the world to see.


3. ABC Wild Animal Book: Assign each pupil a letter from the alphabet and help them choose a wild animal whose name begins with that letter to read about and draw. Give each pupil a piece of paper that includes the letter they are assigned, shown in large type, and the phrase: "I am wild because ..."

Ask pupils to read about their wild animals from text or online resources. Then ask them to draw their wild animal on the paper and write what makes the animal wild.

When pupils are finished, collect the papers and create a class ABC wild animal book. Share the class book in one or more of the following ways:

- **sharing with pupils in classroom:** Read the book aloud and then place it in the classroom library for pupils to read on their own.
- **sharing with greater school community:** Place the class book in the school library or other common place for other pupils to read.
-  **sharing with an online community for teachers:** Scan pages from the book and upload them to the online community for classrooms around the world to see.

4. Class Sketch: Work with the pupils to create a drama sketch that highlights what they learned in the unit. Ensure the sketch answers the unit's essential questions: 'What does it mean to be wild?' and 'How do we live respectfully alongside wildlife?'

- **sharing with greater school community:** Ask pupils to perform their sketch at an assembly or for other individual classes.
-  **sharing with an online community for teachers:** Film a performance and upload it to the online community for classrooms around the world to see.

5. Mural: Choose a spot in the school to create a mural. Tell pupils they will work together to create a mural that tells other pupils how they can observe wildlife in a safe and respectful way. Explain that the mural will contain the following elements:

- a background that shows a particular environment, like a back garden, a forest or a city street.
- wild animals that live in the environment.
- children and/or adults following one or more of the 'Be Aware and Take Care' guidelines from page 15 in the Pupil Magazine.
- a label or title that tells how to observe wildlife safely and respectfully.

6. Class Display: Provide wall space and/or a table for pupils to display the work they have completed during the unit – for example, the poems they created, their wild creature drawings, their 'what a lion needs' diagrams. Invite other classes to come in and view their work, while pupils talk about what they did.

7. Celebration: Help pupils plan a 'Go Wild!' party and invite parents and other pupils. Ask pupils to consider:

- who they will invite.
- what their party invitations will look like and say.
- how they will decorate their classroom.
- how they will educate others about what they have learned.
- what games/food/activities they will provide.

If pupils create some of the other project ideas, such as the ABC book, visual arts or the class film, the party would be a good time for them to share their work with others.