

# so what?

*Saving our world's habitats & animals together!*

**Age 7-11 Teaching Pack**



**Grey wolf**

# So What?

## About Us

The future of some of the world's most captivating animals is hanging in the balance! - So What? The mountain gorilla's habitat is being encroached upon by an ever-increasing human population! - So What? The tiger is being hunted to supply high value products such as skins, bones, tonics and meat! - So What? The lion's dwindling habitat has led to most of its populations becoming too small and isolated from one another! - So What?

So What? (Saving our world's habitats & animals together) is the UK based educational website that aims to bring wildlife conservation into the classroom. The purpose of So What? is to encourage more schools and teachers to run So What? clubs, or challenge their students to complete a So What? conservation research topic, all in order to help young people to learn more about the conservation of some of the world's most threatened animals.

The purpose of So What? is simple: to make it easier for schools and teachers to inspire a future generation of wildlife conservationists. A future generation which will not reply "So What?" when faced with the struggles of modern day conservation, but instead be dedicated to saving our world's habitats and animals together.

Matthew Payne

So What?

Website: <http://www.sowhatuk.com> Facebook: <http://www.facebook.com/SoWhatUK> Twitter: [https://twitter.com/#!/SoWhat\\_UK](https://twitter.com/#!/SoWhat_UK)

# so what?

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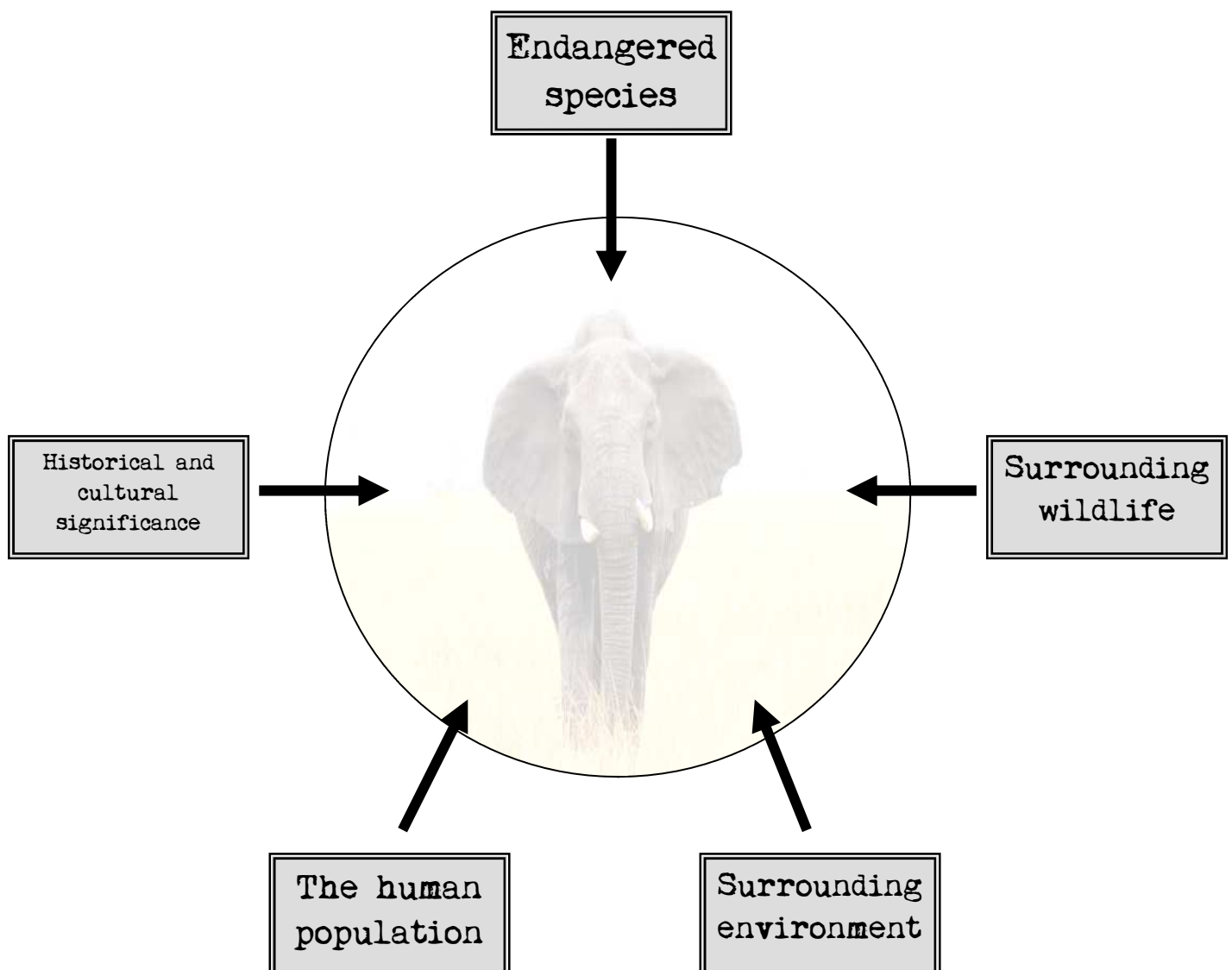
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# so what?

## Education Model

The So What? age 7-11 Education Model illustrates the holistic approach to conservation which the age 7-11 teaching packs take. The objective of the Education Model is to ensure that children taking part in the sessions learn about every issue a conservationist must consider when trying to preserve a threatened animal.



# so what?

## Session Titles

Endangered  
species



What is a grey wolf?

Surrounding  
wildlife



Which other wildlife does the  
grey wolf live alongside?

Surrounding  
habitat



Where does the grey wolf  
live?

The human  
population



What is the grey wolf's  
relationship with people?

Historical and  
cultural  
significance



The Firebird - The story  
of Prince Ivan

Developing own  
conservation  
resource



How can we help?

Self evaluation



How did we do?

## Session Objective Overview

Endangered  
species



I can research factual  
information about the grey wolf.

Surrounding  
wildlife



I know which wildlife the grey wolf  
lives alongside.  
I can classify animals in groups.

Surrounding  
habitat



I know which environments the grey  
wolf lives in.  
I know how the grey wolf is adapted  
to its environment.

The human  
population



I understand the relationship between  
the grey wolf and the surrounding  
human population.  
I can give my opinion clearly.  
I can listen to and challenge the view  
of others.

Historical and  
cultural  
significance



I can recount a traditional  
story.

Developing own  
conservation  
resource



I can design and create my own  
conservation advert as part of a group.  
I can work effectively as part of a  
group.  
I can clearly explain the reasons behind  
my choices.  
I can present my advert clearly.

Self evaluation



I can critically evaluate the  
effectiveness of my own conservation  
advert.  
I can make realistic suggestions about  
how I could improve my advert.

# so what?

## Curriculum Links

Endangered  
species



Literacy, ICT and science

Surrounding  
wildlife



Numeracy, ICT and  
science

Surrounding  
habitat



Geography and science

The human  
population



Speaking and listening

Historical and  
cultural  
significance



History and literacy

Developing own  
conservation  
resource



PSHE and depending on  
the activity (E.g. T-shirt  
design would be linked to  
art)

Self evaluation



PSHE and literacy



# What is a grey wolf?





# Session 1

## What is a grey wolf?

### Session objective:

I can research factual information about the grey wolf.

### Session opener:

For 3-5 minutes, get the children to note down everything they know about the grey wolf on a sheet. It is important that this sheet is kept so it can be used at the end of these sessions to assess the impact of the So What? teaching pack.

### Session introduction:

Share the children's facts from the session opener and mind map their findings on a interactive whiteboard (IWB). Explain that today they are going to be researching facts about the wild grey wolf.

In mixed ability pairings, ask the children to generate three questions they want to answer about the grey wolf.

Less able or special needs children (SEN) may require teacher support. You may wish to challenge your more able children by asking them to come up with more questions, focusing particularly on

the grey wolf's anatomy and how it is built to help it hunt prey over great distances. Before researching, share questions as a class and note down good examples on the IWB, coloured paper or post—its. The questions could also be placed up on a display wall.

### Mixed ability group work:

In mixed ability pairs, children should use laptops, or any available books, to research the answers to their questions. A list of recommended websites and books can be found in the resources section on the So What? website. If you do not have sufficient internet access, then you may wish to download facts for your children to read prior to this session from our list of recommended websites.

### Challenge:

You may wish to challenge your pupils further by showing them a picture of a grey wolf and asking them to research how a grey wolf's coat has adapted to provide greater insulation in colder environments. What are the two components to a grey wolf's fur? When they have the answer, ask them to add this to their notes.

# session 1

## What is a grey wolf?

Using A3 pieces of plain paper, children can note down the facts and answers they find through their research. Again, these sheets could be put up on a display after the session.

You also may wish to model how to make good notes from research prior to the children starting this activity.

For the mixed ability work, teacher support may be required to support the research and note taking of less able or SEN children. Own session outcomes regarding the number of facts researched should be set for this activity. These outcomes should depend on the ability of the children and the time available for research.

Encourage the children to add illustrations, but ensure that they label these clearly.

### Extension activity:

**The grey wolf pack!** Ask the children to research the following areas about the grey wolf pack. How is a grey wolf pack formed? Who is a grey wolf pack composed of? What is its function? What are the different rankings in a grey wolf pack?

Challenge the children to use the internet to find out the answers to the questions.

### End of session review:

To assess the children's achievement, ask each group to share with another group on their table their facts about the grey wolf, and if applicable, their research into the grey wolf pack. Focus on how the grey wolf is built to hunt prey over large distances. After this, ask the children to share with the class a group/or individual, who they think has achieved today's objective and why.

Try to reinforce the main threats facing grey wolves (the children will hopefully have researched this anyway).

- Conflict and competition with humans over livestock. This leads to the poisoning and direct persecution of the grey wolf by farmers and ranchers.
- Habitat loss and fragmentation.
- Over-exaggerated concern from people in relation to the danger of the grey wolf.
- Fur trade in Canada, Alaska, Soviet Union and Mongolia.
- Poaching and sport hunting

Which other wildlife  
does the grey wolf  
live alongside?



# Session 2

Which other wildlife does the grey wolf live alongside?

## Session objectives:

I know which other wildlife the grey wolf lives alongside.

I can classify animals in groups.

## Session opener:

In talk partners, ask the children to list as many of the facts that they can remember from the last session about the grey wolf. Mind map the facts on a IWB.

## Session introduction:

Tell the class that in order to preserve a threatened animal such as the grey wolf, you must always consider the surrounding wildlife. Discuss as a class why they think this is important.

Explain that today the children are going to research the different types of wildlife that live in the same environments as the grey wolf.

Show the class the information collection sheet (from the resource section on page 36). Explain that they will be using this sheet to classify the animals they are researching. The sheet has a box for consumers, producers, grey wolf prey and not grey wolf.

Recap or explain to the class what consumers and producers are. (Consumers eat other organisms, producers make their own food and are food sources for other organisms). Quickly, model and share as a whole class how to fill in the sheet for a worm, elephant and quiver tree.

## Time challenge (10-15 minutes):

In pairs, the children should use the internet to find as many names as they can of animals that live alongside the grey wolf. The children must correctly classify the animals on their sheet. The pair with the most animals wins. You may need to get the children to find which countries or areas the grey wolf lives in first to help them find other wildlife that lives alongside it, E.g. Yellowstone National Park. Once completed, quickly fill in a selection of the children's findings on a larger version of the sheet on the IWB.

## Mixed ability paired work:

Children to use the internet to research facts and create a fact file either as a pair, or individually if they would rather, detailing facts about one of the animals that lives alongside the grey wolf.

# session 2

Which other wildlife does the grey wolf live alongside?

## Must achieve:

To have at least four different sections in their fact file and a labelled diagram.

animals it lives alongside, as they may be just as important to its survival.

## Should achieve:

To have at least five different sections in their fact file and a labelled diagram.

## Could achieve:

To have at least five different sections in their fact file, a labelled diagram and a clear introduction and conclusion.

Teacher support should be focussed on the less able or SEN children who are working with other pupils.

## **Extension activity:**

What is your chosen animal's relationship with the grey wolf? Is it hunted by the grey wolf or does it pose a threat to it? How is it different to the grey wolf? Children to add this information to their fact file.

## **End of session review:**

Share fact files with each other and discuss who has achieved the session objectives. Focus on the fact that in order to save the grey wolf, you must understand its relationship with the



# Where does the grey wolf live?





# Session 3

## Where does the grey wolf live?

### Session objectives:

I know which environments the grey wolf lives in.

I know how the grey wolf is adapted to its environment.

### Session opener:

Reinforce what an animal needs to live in an area. What do they think the grey wolf needs? Children to discuss in talk partners. List their ideas on the IWB.

### Session introduction:

Tell the children that today they are going to learn where the grey wolf lives and how its adapted to live in these habitats and not others.

Using the map on the IUCN website (<http://maps.iucnredlist.org/map.html?id=3746> ), show the class the current range of the grey wolf throughout the world. Focus on certain populations which are fragmented from others (Isle Royale and parts of Europe). Ask the children what they think the problem with this is? Discuss how this is important for the conservation of species. If a population is isolated, it limits the animals' genetic diversity. Family members start breeding; this can

result in lowered genetic diversity and lead to them being susceptible to disease and/or physical defects.

Tell the pupils that originally, the grey wolf was the world's most widely distributed mammal. It has become extinct in much of Western Europe, in Mexico and much of the USA, and their present distribution is more restricted. Grey wolves occur primarily in wilderness and remote areas. Their original worldwide range has been reduced by about 1/3 via deliberate persecution due to predation on livestock and the fear of wolf attacks from humans.

Many fairy tales and myths have portrayed wolves as evil, dangerous creatures and they have for many years been hunted and victimised by man. There are an estimated 7,000 to 11,200 wolves in Alaska, USA and around 5,000 in the lower 48 states. Around the world there are currently an estimated 200,000 grey wolves in 57 countries, compared to up to 2 million in earlier times. The grey wolf is believed to be extinct in Bangladesh and regionally extinct in Austria, Belgium, Denmark, Ireland, Japan, Luxembourg,

# Session 3

## Where does the grey wolf live?

Netherlands, Switzerland and the UK.

### **Paired ability group work:**

In talk partners, ask the children to discuss what they think a grey wolf needs to live in an area. Note down the children's suggestions on a IWB. Give the children, depending on ability, a number of habitat images and descriptions from around the world which can be found in the resource section starting from page 37.

Tell the children their challenge is to read the description for each habitat and decide whether they think a grey wolf could live there.

Once they have made a decision for each habitat, they must write down or draw their reasoning, clearly explaining why a grey wolf may or may not live in that habitat.

### **Less able and SEN:**

To examine four habitats and decide as a group, with teacher support.

### **Able:**

To examine six habitats and give reasons for their decisions.

### **More able:**

To examine eight habitats and give reasons for their decisions.

### **Extension activity:**

Once completed, extend your pupils by asking them to choose an animal they think would live in each of the sixteen habitats and explain their choices.

### **End of session review:**

As a whole class, decide which location/s the grey wolf lives in and allow the children to explain their choices. The grey wolf can actually live in deserts, flooded grasslands, scrublands, mountain grasslands, moorland, taiga, broadleaf forests, coniferous forests, temperate grasslands, dry forests and the tundra.

Reinforce that the loss of habitat is one of the main threats facing the majority of threatened animals from around the world. For any species to thrive, we must conserve its habitat and fully understand how it supports the local wildlife population.

# What is the grey wolf's relationship with people?



# Session 4

## What is the grey wolf's relationship with people?

### Session objectives:

I understand the relationship between the grey wolf and the surrounding human population.

I can give my opinion clearly.

I can listen to and challenge the view of others.

### Session opener:

Tell the children that the grey wolf is classified as a 'least concern' species.

Discuss with the class what they think this means and can they remember why the grey wolf is 'least concern.'

### Session introduction:

Tell the class that grey wolf is a 'least concern' species that faces a number of threats to its survival in the wild, which are as follows:

- Habitat loss and fragmentation.
- Over-exaggerated concern from people in relation to the danger of grey wolves.
- Fur trade in Canada, Alaska, Soviet Union and Mongolia.
- Poaching and sport hunting.
- Conflict and competition with humans over livestock. This leads to the poisoning and direct persecution of grey wolves by farmers and ranchers.

The final reason is a particularly important reason for the decreasing grey wolf population.

(Following extract adapted from: <http://adventure.howstuffworks.com/outdoor-activities/hunting/regulations/wolf-hunting-legal.htm>)

Before Europeans arrived in the Americas for the first time, around 250,000 wolves inhabited much of what is now known as the lower 48 states of the USA. At that time, most Native American cultures, as well as Pagans, Druids and Wiccans, respected wolves as mysterious and powerful spirits, and they valued the wolves' hunting skills and their ability to bond as a pack.

However, as human populations in the USA grew, and ranchers needed more space for livestock, perceptions toward the wolf changed for the worse. Myths and legends of wolves as bloodthirsty animals made people afraid of them, and any attacks on cattle or sheep didn't help to improve their image. The wolf quickly became an enemy to people whose livelihoods depended on the survival of their livestock, and in the state of Montana, bounty rewards for wolf hides came into force as early as 1884.

Along with habitat conversion to

# Session 4

## What is the grey wolf's relationship with people?

farmland, years of trapping, shooting and poisoning by ranchers eventually pushed the grey wolf out of the northwest United States for most of the 20th century. Although it became officially illegal to hunt and kill wolves in the lower 48 states of the USA, there were not many grey wolves left to protect after they were eventually hunted out of the country. At that time, the majority of grey wolves inhabited either Canada or Alaska.

At last, in 1995, the U.S. Fish and Wildlife Service took 66 wolves from Canada and reintroduced them into Yellowstone National Park. Within a little more than 10 years, the grey wolf population in the Park, and surrounding areas, grew at a remarkable rate up to around 2,000 individuals. Now that wolves have reached what some believe to be a healthy population once again, some people are calling for it to be made legal to hunt a grey wolf.

Currently in North America, it is only legal to hunt wolves in Alaska and Canada, where wolf populations have remained steady. Alaska has between 7,000 and 11,000 wolves roaming the land, the largest number in the USA, so the state has never had to put its

wolves on the endangered species list. Licensed hunters can legally trap and hunt wolves in Alaska. The state also uses the controversial method of aerial hunting in its wolf control programs, which involves tracking wolves on the ground and in helicopters to find and shoot them. For a fee, guides also offer personalised hunting trips. Canada hosts the world's largest grey wolf population of about 50,000, and hunters typically hunt grey wolves that stray from the borders of national parks and onto their land. Also, some hunters rely on the local elk and deer populations to make a living. By reintroducing the wolf back into their local area, the hunters believe that the wolves will reduce the local elk and deer populations, therefore jeopardising their income. However, some people have also said that these populations of elk and deer had become too large anyway, due to the lack of predators such as the grey wolf in the area, and that they need reducing through the reintroduction of animals such as the grey wolf. However, it is believed that the 'threat' of wolves to the hunter's way of life is over exaggerated. Humans alone kill 5 times the amount of elk that wolves eat in Minnesota alone.



# Session 4

## What is the grey wolf's relationship with people?

### Conscious alley drama activity:

Imagine you are a rancher in an area surrounding the Yellowstone National Park and you have not had grey wolves on your land for years. However, over the course of a month you start to lose some of your livestock. Other farmers say it is grey wolves which have moved into the area and that you should get rid of them, or let others do it for you. You could even make some money by charging people a fee to hunt the wolves. Ask the class to consider what do they think they would do if they were in the position of the rancher. Carry out the conscious alley activity.

#### Note:

(Conscious Alley is a drama activity where one individual, acting as the farmer, stands at the end of two parallel lines of children, who face one another. The farmer walks down the alley, listening to the advice from every child).

After this activity, explain to the class that some ranchers have an extremely negative attitude towards grey wolves and believe that they should all be killed, whilst some believe they should be allowed to hunt grey wolves to keep

their numbers down. This might reduce the likelihood that the wolves will attack their livestock and to keep wolf prey populations high for hunting.

Furthermore, some people could also make money by charging people a fee to let them hunt the grey wolves on their land. Not all ranchers believe this though, with some supporting grey wolf conservation and allowing grey wolves to live on their land.

### Whole class debate:

Should hunters and ranch owners be allowed to control the population of grey wolves in the USA through legal hunting?

Split the class into two halves. One side is to argue in favour of the hunters and ranchers, and the other side is to argue against them. For less able or SEN children, arguing against the hunters and ranchers is often an easier concept to understand so it may be better to allow them to join that side.

Allow the class sufficient time to formulate their arguments, then move onto the debate, with the teacher acting as the chair.



# session 4

## What is the grey wolf's relationship with people?

### End of session review:

After the debate, allow the children to vote for who they think is right. Have three areas (in favour, against and undecided) around the classroom for the children to move towards in order to indicate their vote. After a countdown, ask the children to move towards the correct area to indicate their vote.

Discuss the results as a whole class and the message they portray. Hopefully the debate will have shown that there is no clear answer when trying to manage the interests of both threatened animals and local communities.

Reinforce with the children that in order to conserve any threatened animal, we must understand the impact both local and global human populations have upon its survival. It is imperative that conservationists find a way to support the requirements of not only a threatened animal, such as the grey wolf, but also the local human population that lives alongside it every day.

# The Firebird: The story of Prince Ivan



# Session 5

## The Firebird: The story of Prince Ivan

### Session objective:

I can recount a traditional story accurately.

### Session opener:

Discuss what we mean by historical and cultural significance. How can an animal be culturally significant? Do they know of any animals which have been significant to people in the past? For example, cats and the Egyptians.

### Session introduction:

Tell the children that traditional stories often reflect the feelings people have towards the grey wolf. In stories from hunting societies, the grey wolf was often depicted as a divine creature, revered for its hunting prowess. In stories from agricultural societies, where grey wolves posed a threat to livestock and farms, they were characterised as a menace. Traditional stories are still told of greedy, evil, vicious grey wolves attacking helpless humans.

The ancient Greeks used to believe that the wolf was a ghost animal that could make people speechless simply with its

stare. In ancient China, the wolf was a symbol for cruelty. In addition to this, some early Christians believed that wolves were savage, wicked creatures that were friendly with the Devil.

However, not all traditional stories represented the grey wolf in a negative way. Not all Christian tales believed wolves were evil. St. Francis, St. Brigid, and St. Ailbe, all had positive tales of the wolf. St. Isaac even positively spoke of them. There are tales from many cultures of wolves raising abandoned children. An example being the story of Romulus and Remus, who were abandoned by their evil uncle. A female wolf found them and raised them with her own pups. Another traditional tale recounts a pack of wolves which take in an abandoned girl and care for her. When the girl grew up, she returned to her people and taught them the wolves' custom of caring for those who cannot hunt. To some Chinese, the wolf also represented benevolence and speed.

Soldiers in Ancient Rome, who were going into battle, saw the wolf as a good omen because it was a follower of Mars, the God of War.

# Session 5

## The Firebird: The story of Prince Ivan

The North American Pawnee (people of Oklahoma) viewed the grey wolf as a kind of warrior brother. In their traditional stories, the grey wolf taught them how to hunt buffalo, and to share a kill with their community.

Some scientist has worked hard to disprove the myth of the evil grey wolf! The more we learn about the grey wolf, the less dangerous they seem. However, stories such as Little Red Riding Hood and the Three Little Pigs can still be very powerful.

(Source: Karen Dudley, Wolves, The Untamed World)

### The Firebird: The story of Prince Ivan:

Read the tradition story, "The Firebird: The story of Prince Ivan" together with the children. This can be given out on paper or shown on an IWB. Copies of this story can be found in the resource section on pages 45 and 46.

### Independent and group work:

#### Less able:

Using the comic strip from the resource

section on page 47, children can retell the story of "The Firebird: The story of Prince Ivan" by completing seven boxes. They can use both drawings and speech bubbles to aid their recounts. The sequence of events may need jotting down on a white board as a reference.

#### Able:

Children to work in groups of 4 and by using freeze framing, retell the story of "The Firebird: The story of Prince Ivan." Encourage the children to be as creative as possible. This could be by letting them recount the story in a different format, e.g. as a news report. Allow the groups time to plan and practise their freeze framing. Use a camera to record each group's performance and if possible, encourage any other groups watching to assess the performing group's freeze frames.

#### More able:

Children write a diary entry, pretending to be a character from the story; they could be the Ivan, one of the Tsars or even the grey wolf. Challenge the children to use descriptive language, complex sentence structures and punctuation. Children to use also write a clear introduction and conclusion to

# session 5

## The Firebird: The story of Prince Ivan

their tale.

Teacher to support and possibly scribe for any SEN pupils if needed.

### Extension:

Ask the children to plan, and if there is time also write, their own alternative version of the story "Little Red Riding Hood." Their task is to make the wolf come across as an admirable character.

### End of session review:

As a whole class, watch the photographs of the able group's freeze framing and using 2 stars and a wish, ask the children to assess their performance. Then, allow children from all ability groups to share their diaries and comic strips with the rest of the class.



# How can we help save the grey wolf?





# session 6

## How can we help save the grey wolf?

### Session objectives:

I can design and create my own conservation advert as part of a group.

I can work effectively as part of a group.

### Session opener:

Using talk partners, ask the children to discuss the key features of working well as a group. Create a set of rules for working well as a group on a A3 piece of paper. Tell the children that these are the rules they must abide when working as part of a group during the next 3 sessions.

### Session introduction:

Tell the children that after learning about the grey wolf over the last few weeks, they are now going to create their own creative conservation advertisement, aimed at raising awareness about the grey wolf and its conservation status. Explain that conservation charities often use magazine adverts, billboards, t-shirts, posters etc to raise awareness about the different animals they work hard to preserve.

In talk partners, ask the children to recap the reasons for why grey wolf

populations around the world are declining. After a few minutes, feedback the reasons as a class and note these down on the IWB.

Tell the class that they are going to work in groups of two, three or four to plan, develop and perform or present their own conservation advert over the next three sessions. Allow the children as a whole to decide the size of their groups. Also, it is completely fine if a child wishes to work independently for this activity.

### Note:

This activity can be carried out in anyway that fits the ability of the children, the resources within the school or the preference of the teacher.

The activity can be structured by giving the whole group a single focus and leaving it up to them how they design it. For example, you may wish the whole class to create a t-shirt. However, it can also be more unstructured by giving the children their own choice to design a conservation advert in any medium.

# session 6

## How can we help save the grey wolf?

For example, one group may choose to create a t-shirt, while another group might create an television advert using Windows Moviemaker. While the following session in the teaching pack will plan for the last idea (unstructured), they can easily be adapted to suit a more structured idea.

### Possible ideas for creating a conservation advert:

T-shirt, webpage, PowerPoint, video recorded advert, photo story, leaflet, game, song, poem, fact file, story, poster, dramatic performance, radio advert, choral performance, play script, persuasive letter.

### Mixed ability group work:

Explain that before any wildlife conservation charity produces any type of advertisement, it always plans and designs it in detail before officially releasing it for the public to see.

In their groups, give the children the rest of the session to draw or write up a presentable plan or design for their resource.

You may choose to model how you wish the class to set out their design if you have a particular preference. Remind the groups that they should also list the materials they will need so they can be organised for the next session.

Teachers should roam the class, listening to ideas and highlighting good practice as well as support those children who may find this level of creativity difficult.

### End of session review:

Allow the groups to share their designs with the rest of the class. Encourage the other groups to assess their ideas by commenting on good aspects of the design, whilst also making recommendations. If there is time, you may wish to give the groups time to amend their designs after this part of the session.

You may also want to ask the children to nominate people who they feel abided by the class rules of working as a group.

# session 7

## How can we help save the grey wolf?

### Session objectives:

I can design and create my own conservation advert as part of a group.

I can work effectively as part of a group.

### Session opener:

Use this time to organise the class in their appropriate groups and hand out equipment. You may also want to reinforce the rules for working as part of a group again.

### Session introduction:

Tell the class that they have this session to create their conservation advert. Recap with the class as a whole what they have to do to work effectively as a group.

You may wish to use this time to model how to use any equipment or how to create an advert if you have chosen to do the same as a whole class, e.g how to paint accurately onto a t-shirt.

Before the groups begin, remind them of the importance of using their design to help guide their work.

### Mixed ability group work:

The children are to work in their groups from the last session to create their advert.

Again, teacher support should be to groups as required.

### End of session review:

Ask the class to suggest children from their groups who they think achieved today's objective of working well in their group.

Encourage the children to share their reasons for their choices clearly.

# Session 8

## How can we help save the grey wolf?

### Session objectives:

I can present my advert clearly.

I can explain the reasons behind my choices clearly.

### Session opener:

Grey Wolf Quiz Challenge! Get each child to write a question to test another's knowledge on grey wolves.

Once all of the children are ready, the children wander round the classroom to some music, until the teacher presses pause. The children pair up with the child closest to them. The pair then ask each other their questions. If both children answer correctly, they can swap their questions. If not, they have to keep their questions. The teacher should give them 1 minute to do this, then play music to get the children to move around the classroom once again. Press pause and repeat. Ask the children to always find a different partner to their last.

### Session introduction:

With the help of the class, move all the tables and chairs to the back of the class to create a large area.

Sit the class down in their groups, leaving space at the front of the

classroom for the a single group to perform or present their advert.

Take the time to establish, as a class, the rules for how the audience should act whilst groups are performing or presenting. These suggestions could be noted down on a IWB as a constant reminder if possible.

After this, ask the class what they think they might want to know from each group when they present their advert (this is not required if the advert is a performance), E.g. How was it made? What materials were used? Etc. Note down these suggestions on the IWB or a large piece of paper for the groups to refer back to.

### Mixed ability group work:

Allow each group to come to the front of the class and perform or present their advert. After each group has finished, allow the audience an opportunity to ask any questions they may have. Then, after any questions, ask the class to use 2 stars and a wish, or any alternative assessment method, to assess a group's advert.

# session 8

## How can we help save the grey wolf?

(2 stars and a wish is an assessment technique where children say two aspects they liked about a resource, and a single aspect they think could have been improved for next time).

### End of session review:

After each group has performed, ask the class which adverts they liked and encourage them to explain their choices clearly.

# How did we do?





# session 9

## How did we do?

### Session objectives:

I can critically evaluate the effectiveness of my own conservation advert.

I can make realistic suggestions about how I could improve my advert.

### Session opener:

Ask the class what they think it means to critically evaluate a piece of work. Allow the children to share their ideas and ensure they understand what a critical evaluation is.

### Session introduction:

Explain that after a conservation charity has designed, produced and presented or performed their advert, they reflect back on their progress. This allows them to remember and celebrate good techniques or ideas they had used as well as understanding why any mistakes were made to ensure they don't happen again.

Take this time to recap on the evaluations at the end of the last session again as a class. Model how to fill in the evaluation sheet from the resource file on pages 48 or 49, showing how to fill in the sheet

### Independent work:

#### Less able:

As a table, give each pupil evaluation sheet A and work through each question as a group. Get a child to read out a question, then discuss possible answers as a table. Give children time to complete it, then move on to the next question.

#### Middle ability:

Children to complete evaluation sheet A independently and critically evaluate their performance.

#### More able:

Give children evaluation sheet B. Children to complete the sheet independently, with the added challenge for them to write how they could use some of the skills they have learnt in the future at school or at home.

### Extension:

If children have completed the activity above, allow them to start writing up basic instructions for how they created their advert. This can be done using drawings with basic instructions for less able pupils, up to a set of full instructions for G and T pupils.

# session 9

## How did we do?

### End of session review:

Allow the children the time to share their evaluations with the rest of the class. Focus on any common problems each group had and discuss how could these be avoided in the future.

Ask the children to note down everything they now know about the grey wolf on a sheet. The results from this can be analysed in comparison to the same exercise which was carried out in session 1. This will give you an indication of the impact of this So What? teaching pack.

# Teaching pack resources



# session 2

## Wildlife sheet

	Producers	Consumers
Grey wolf prey		
Not grey wolf prey		

## session 3

# Tropical grasslands



Tropical grasslands include the open grasslands often associated with Africa, as well as savannah-type grasslands in Nepal, Australia, India and the Americas. Tropical grasslands have drought resistant shrubs and grasses, and have trees (such as the acacia tree) dotted throughout them. The seasons are dry and wet. Tropical grasslands have a large supply of food which comes alive in the wet season. This large supply of food attracts large herds of grazing animals, such as the wildebeest, Thompson gazelle and impala. These herds attract large predators such as the lion and leopard.

## session 3

# Flooded grasslands



Flooded grasslands are the half grassland, half wetland typified by the Zambezian flooded grasslands and those found in Central and East Africa, Cameroon, Sudan, Nigeria, Chad, Mali, Ethiopia, Niger and Uganda. They may be permanently or seasonally flooded, which has an obvious effect on what kinds of plant and animal species found here. This type of wetland area is of particular value to bird life, so bird populations - both local species and migrants - are often high in numbers. Flooded grasslands are important for large populations of mammals which are either part of, or follow the migration of other mammals as the water levels change in different locations. Grazing animals such as African buffalo, wildebeest, elephants, zebras, giraffes and hippos can be found in these habitats, as well as antelopes such as waterbucks, puku, elands and lechwe.



## session 3

# Dry forest



Dry forests occur in climates that are warm year-round, and may receive several hundred centimetres of rain per year. They have long dry seasons which last several months and do vary with location. These seasonal droughts have great impact on all living things in the forest. Dry forests are home to a wide variety of wildlife including monkeys, deer, large cats, parrots and various rodents, and ground walking birds. The absence of precipitation during a prolonged portion of the year is what produces a true dry forest. A dry forest is an ecosystem type characterised by plants and animals possessing specific adaptations to survive the dry season. Dry forests are typically found in very warm regions in the tropics, where the mean annual temperature is greater than 17C, and where rainfall is in the range of 250 to 2000 mm per year.

## session 3

# Mountain grasslands



Mountain grasslands such as those in the Ethiopia include the alpine areas above the tree line as well as grasslands below it. The Ethiopian mountain grasslands occupy an area between 1,800- 3,000 metres high. These high altitude grasslands often exist as isolated islands within another habitat type. Consequently, the animals and plants that live here are often cut off from similar species in other areas of the habitat and therefore evolve slightly differently. Abundant herbs and shrubs, which have adapted to life in high mountain conditions, can be found. Animals such as the Ethiopian wolf, mountain nyala, gelada, ibex, spotted hyena, caracal, serval, leopard, duiker, red river hog, big-headed mole rat and several bird species survive here. Lower down the mountains, humans often use the land for their livestock to graze on, as well as for general farm use.



# session 3

## Semi-desert



A desert, or semi-desert, describes any area that receives less than 250mm of rainfall in a single year. Deserts cover at least 1/5 of the Earth's surface. Some deserts are endless 'seas of sands' where the wind piles sand into large dunes. Other deserts may be flat, stony plains, or have rugged, rocky hills and mountains. Because there is so little water, deserts are bare landscapes with few plants or animals. Deserts appear to be dead landscapes. In fact, they harbour animals and plants that are specially adapted to the harsh, dry conditions. Most of the plants remain dormant until a rare downpour of rain. Then short, wiry grasses and delicate flowers spring up, growing and flowering quickly before the desert dries up again. After a good shower of rain, the desert becomes green for a brief time and pulsates with life. Animals and plants often have to survive extremely hot days and bitterly cold nights when the temperature decreases rapidly. Deserts may appear to have very little life in them, but on closer inspection they can often be rich in life. There are many ground dwelling animals such as a range of rat species, shrews, mongooses and springbok.

# session 3

## Polar region



Polar Regions can be found at the planet's northern and southern tips. The core of the Arctic is a great ocean - the Arctic Ocean - parts of which are covered all year round by ice that drifts about the North Pole. The Arctic Ocean has many thousands of big and small islands and is almost surrounded by land: the northern parts of Europe, Asia and North America. The Antarctic is an isolated continent surrounding the South Pole. Most of Antarctica's land lies beneath ice and snow almost 2km thick. It has high mountains and glaciers and is the coldest, driest and windiest continent on Earth. These regions are very cold: the coldest temperature ever known on earth (-89°C or -129°F) was recorded in Antarctica. The average winter temperature in the Arctic is about -30°C. The only plants that grow here are specialist forms of cold-loving algae that grow on the surface of snow. Only animals that do not rely on vegetation, such as penguins, seals and polar bears, are able to live here. In addition to this, walruses and arctic foxes also live here.

## session 3

# Temperate grasslands



Temperate grasslands include areas of North America, Russia and the pampas grasslands of Argentina. Vegetation in these areas consists of grass and shrubs. Summers here are mild to hot and the winters can sometimes be very cold. In the winter, blizzards can cover the great plains of the United States. Although large areas have now been converted to agriculture, in the past temperate grasslands were home to herds of large grazing animals such as elk, bison, deer or kangaroos. Birds such as the barn owl, kingfisher, kestrel and the wandering albatross are also found in temperate grasslands. Mammals such as the puma, red fox, Eurasian lynx, brown bear and coyote can also be found here.

## session 3

# Mountains



Mountains are a tough place of life in comparisons to lowland environments, due to their lower temperatures and harsher weather conditions. At the highest point there is less oxygen and carbon dioxide in the air, making it difficult for both animals and plants to live. Solids are thin or non-existent on Steep Mountain slopes, which inhibits the growth of plants. The uppermost slopes of the highest peaks may be devoid of plant-life. Steep cliffs and rocky services make movement often difficult, and predators require excellent balance to hunt here. Sheep, ibex, cats, hares and other animals can exist in these environments.



## session 3

# Tropical rainforest



Rainforest are the most vital habitats on the planet and are characterised by high rainfall. They only cover 6% of the Earth across the tropical regions, but they contain more than half of its plant and animal species. Rainforests are home to gigantic trees, colourful birds, millions of brightly hued insects, and a variety of fascinating mammals. There are 3 main regions of tropical rainforest: in Central and South America, in West and Central Africa, and in Southeast Asia. Fast-growing trees form a thick canopy that restricts much sunlight reaching the forest floor, therefore hampering undergrowth. Many rainforest trees have dark green, often leathery, leaves which taper sharply so that water drains quickly from the surface. The canopy area is where the majority of wildlife exists, particularly a range of primates, yet some terrestrial animals do exist such as a various cats which do still take advantage of trees.

## session 3

# Urban



Urban environments are areas dominated by human activities and human constructions. These include towns, cities, and associated landscapes, such as landfill sites. It can almost be described as a grouping of other habitats where buildings make artificial cliffs, sewers and drains act as waterways, and parks and gardens act as forests and meadows. Animals which have adapted to the urban environment are tolerant of the light and noise generated by human and their activities. Animals also take advantage of the heat and the abundant source of food on offer. Urban areas are known to attract foxes, reptiles, bats, badgers, rabbits, humans, penguins and baboons in South Africa. There are even reports of leopards roaming areas in cities in Kenya and Namibia.



## session 3

# Broadleaf forests



Broadleaf forests are most diverse in the eastern areas of North America and in China. Unlike many forests, plentiful immature trees and undergrowth means most life is on the forest floor. Temperate broadleaf and mixed forests occur in areas with distinct warm and cool season, which give it a moderate average temperature. These forests occur in relatively warm and rainy climates, sometimes also with a distinct dry season. A dry season occurs in the winter in East Asia and in summer on the wet fringe of the Mediterranean climate zones. Other areas have a fairly even distribution of rainfall; annual rainfall is typically over 600 millimetres (24 inches) and often over 1500 millimetres (60 inches). Temperatures are typically moderate except in parts of Asia where temperate forests can occur despite very harsh conditions with very cold winters. Animals which can be found in broadleaf forests are the leopard, otter, giant panda, red panda, hare and many different species of deer.

## session 3

# Coniferous forests



Coniferous forests have warm summers and cool winters, unlike their tropical counterparts. The species of trees are not completely conifers, and there are usually a few broadleaf varieties too. Giant trees are often a feature, particularly where there is higher rainfall. Britain, perhaps surprisingly for its cold, rainy reputation, doesn't have the climate to support these giant trees. These forests are rather simple, and have 2 layers which are the understory and over story. Coniferous forests can often cover mountainsides. The trees grow close together for protection from the wind. Most animals are herbivores, however some carnivores do exist. The types of animals which can be found are red foxes, moose, snowshoe, hares, puma, red panda, red deer, sika deer and muntjac deer. Coniferous forests can be found in the United States, Canada, Europe, and Asia



## Session 3

# Tundra



The tundra is a cold, treeless region around the poles. Even at the height of summer, the soil, a few centimetres under the surface, remains frozen. The tundra therefore lacks animals that dig deep burrows and plants that require deep root systems. The permafrost (permanently frozen soil, sediment or rock), plus the short summer and seasonal water logging, also explains why trees mostly don't grow here, yet some scattered trees can be found in some tundra. In tundra, the vegetation is composed of dwarf shrubs, sedges and grasses, mosses, and lichens. Animals such as the brown and black bear, arctic fox, musk ox, elk, reindeer, mountain hare, stoat and the weasel can be found in these areas.

## Session 3

# Moorland



Moorlands are upland areas with acidic, low-nutrient and often water-logged soils. In their cold, windy and wet conditions, colourful heather plants dominate which grow on the deep peaty layers. These seas of pinks and purples are a haven for many small mammals and insects, but few reptiles live here. 10-15% of the world's moorland is found in the UK, mainly in the north and west of the country. Generally, moor refers to highland, high rainfall zones, whereas heath refers to lowland zones which are more likely to be the result of human activity. Moorland also bears a close relationship to tundra areas, appearing as the tundra retreats and inhabiting the area between the permafrost and the natural tree zone. The boundary between tundra and moorland constantly shifts with climate change. Animals such as the stoat, weasel, wildcat, argali sheep, red deer, roe deer and mountain hare can be found here.

## Session 3

# Scrubland



Scrublands are areas that are dry and hot during the summer, but saved from becoming deserts by cool, moist winters. In these areas, some trees grow, such as oaks, pines, and cypresses, but they rarely get very large due to there not being enough water to do so. Scrub is a changing habitat which is in the process of transforming from open ground to woodland. It is attractive to many species of wildlife such as springboks, impalas and hares. This habitat has a mix of open land and shrubs or trees. These groups of shrubs and trees may exist in groups or be dotted across a site. These groups provide good cover for predators and the open spaces next to them provide enough room for some predators to use their speed to catch prey.

## Session 3

# Taiga



The taiga is the largest land habitat: a northern zone of coniferous forests, stretching right round the planet from western Alaska to eastern Siberia. In the winter the temperature can drop to as low as -50 degrees Celsius and the taiga is blanketed in snow. Many of the trees have to survive being partly buried in snowdrifts. In summer, the climate is much milder and many birds migrate to the taiga regions. The boreal forest, or taiga, supports a large range of animals. Canada's boreal forest includes 85 species of mammals. The cold winters and short summers make the taiga a difficult place for reptiles and amphibians. The taiga is home to a number of large herbivore mammals, such as moose and reindeer. Other deer species such as elk and roe deer also inhabit the taiga. Other animals such as black and grizzly bears, wood bison, foxes, weasels, lynxes and wolves inhabit these areas.



# session 5

## The Firebird: The story of Prince Ivan

Once upon a time there lived a Tsar who had 3 sons. The youngest of these three sons was called Ivan. Where they lived, there was a beautiful garden with golden apples. However, one day something flew into the garden to steal the golden apples. The Tsar sent his 3 sons to keep watch. The older sons sat and sat. They continued to sit until they eventually fell asleep, but the youngest son, Ivan, caught sight of the thief - it was a Firebird! However, Ivan was unable to catch the bird. All that he did manage to do was get his hands on a feather. The Tsar was furious and immediately sent his sons off to catch the Firebird and bring it back to him. All the children set off on their horses, each taking a path in a different direction. Ivan rode and rode for a long time. Eventually, he grew tired and lay down to sleep. When he woke, he looked and saw that all that was left of his horse was some small bones. Ivan was very upset, but there was nothing he could do about it. After a short while, he decided to continue on foot.

Suddenly, an old, grey wolf spoke from behind a nearby bush. "Do not be sad little Ivan that I ate your horse. Sit on me. I know where the Firebird lives." After careful deliberation, Ivan climbed on the back of the old, grey wolf and they galloped off together, high above the forest and the mountain.

Finally, they came upon a high wooden palace. The wolf turned to Ivan, "Take the Firebird but do not touch the golden cage, or else you will be in trouble." However, despite the wolf's warning, Prince Ivan took the Firebird along with its golden cage. As he did this, horns began to blow, drums began to play and the earth began to rumble. Guards stormed in and grabbed little Ivan and dragged him to a Tsar called Afon. The Tsar was furious, but after careful consideration he said, "I will pardon you and give you this Firebird if you get me the Golden-Maned horse."

Ivan and the grey wolf galloped up to a nearby fortress. Once again, the grey wolf warned, "Take the horse, but do not touch the golden bridle or you will be in trouble again." Yet again, Ivan did not listen to the wolf. He caught the horse and wanted to take the golden bridle. Once again, horns began to blow, drums began to play and the earth began to rumble. The guards in the fortress woke up, caught Ivan and took him to Tsar Kusman. "I'll pardon you and give you the Golden-Maned horse if you will bring Elena the Beautiful to me." Ivan was not happy about this and went back to the grey wolf.

Again they galloped off together. They rode and rode until they reached Tsar Dalmat. Elena the Beautiful was playing in the garden. Carefully, the grey wolf jumped over the garden wall, seized Elena the Beautiful and ran away. They all set off across rivers, lakes, fields and forests. Finally, they reached Tsar Kusman once again. Little Ivan was extremely sad to give up Elena the Beautiful for he had fallen deeply in love with her. Once again, the grey wolf helped him.

## session 5

### The Firebird: The story of Prince Ivan

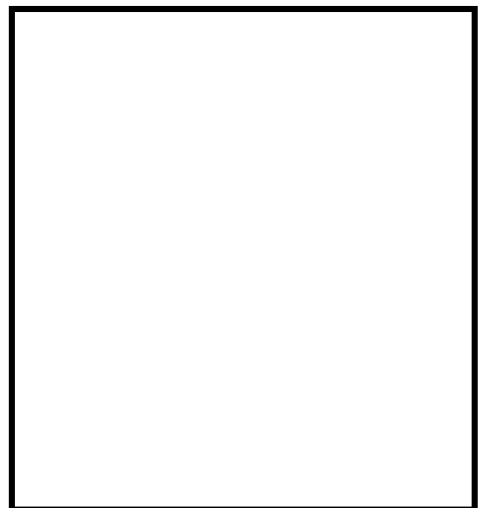
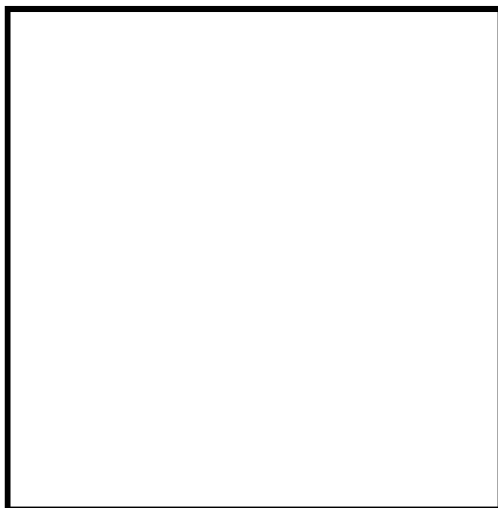
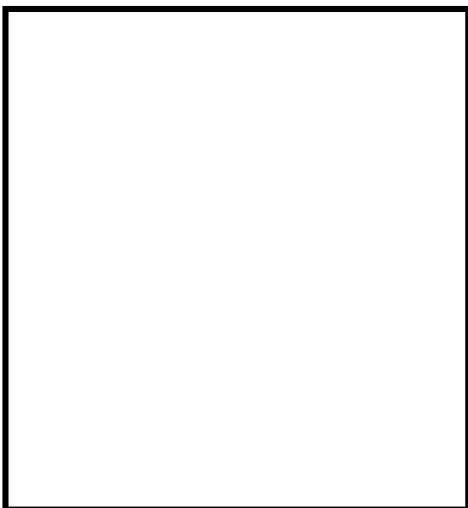
The grey wolf turned himself into Elena the Beautiful. The Tsar was pleased and gave Ivan the Golden-Maned horse with the golden bridle. Ivan rode away and the Tsar sat down at his wedding table with Elena the Beautiful. Suddenly, Elena turned back into the grey wolf, who managed to run away from the Tsar. Eventually, the grey wolf caught up with Prince Ivan. The grey wolf quickly realised that Ivan did not want to give up the Golden-Maned horse. Therefore, the grey wolf turned itself into the horse and Ivan took him to the Tsar Afon. The Tsar was delighted and gave Ivan the golden cage with the Firebird.

Afterwards, Prince Ivan sat Elena the Beautiful upon the Golden-Maned horse, took the golden cage with the Firebird and rode home. Just as Tsar Afon began to ride the Golden-Maned horse, the grey wolf turned back and stormed off back to Prince Ivan. Eventually, the grey wolf caught up with him and they said farewell to one another. Prince Ivan returned home on the Golden-Maned horse and brought the Firebird to the Tsar, his father. Ivan asked Elena the Beautiful to be his wife, and they eventually married one another and lived a happy life together.

(Adapted from: [http://www.alkotagifts.com/fairytales/prince\\_ivan\\_firebird\\_wolf.php](http://www.alkotagifts.com/fairytales/prince_ivan_firebird_wolf.php))

# session 5

The Firebird: The story of  
Prince Ivan comic strip





# session 9

## Evaluation sheet A

Give a brief description of your advert

What do you think worked well with your advert?

What would you do differently next time?

List the skills you had to use to create your advert

# session 9

## Evaluation sheet B

Give a brief description of your advert

What do you think worked well with your advert?

What would you do differently next time?

List the skills you had to use to create your advert

How could you use these skills during school or at home?

# Thank you

Thank you deciding to use a So What? teaching pack and we hope that you have found the experience worthwhile. While So What? does not charge any money for the use of our teaching packs, we do ask that you find the time to contact us and let us know how the sessions went and if possible, send us examples of work completed by the children. Please remember to get permission from parents/carers for any work completed by children that you send us as we might put examples up on our website. If you do not want us to do this, please make sure you let us know when you contact us. If you do contact us, please be kind enough to include the following:

- Name and location of your school
- How many children have taken part in the club
- The teaching pack you have chosen to use, for example, the cheetah.

You can contact us via the following:

Email: [sowhat2012@hotmail.co.uk](mailto:sowhat2012@hotmail.co.uk)

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