

# so what?

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

**Age 7-11 Teaching Pack**



**Lion**

# 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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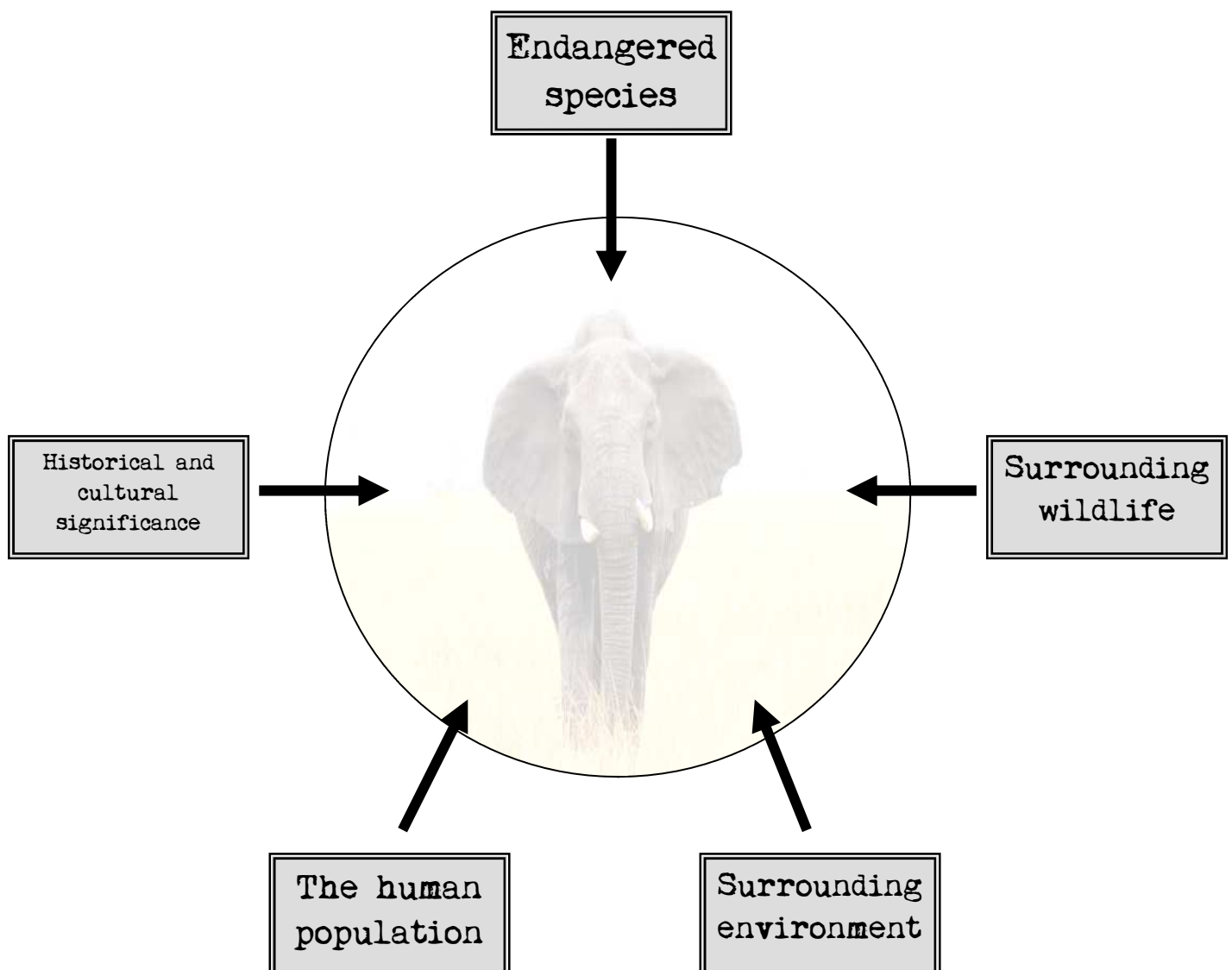
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# so what?

## 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 lion?

Surrounding  
wildlife



Which other wildlife does  
the lion live alongside?

Surrounding  
habitat



Where does the lion  
live?

The human  
population



What is the lion's  
relationship with people?

Historical and  
cultural  
significance



The historical and  
cultural significance of  
the lion

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 lions.

Surrounding  
wildlife



I know which wildlife lions live  
alongside.  
I can classify animals in groups.

Surrounding  
habitat



I know which environments lions live  
in.  
I know how lions are adapted to their  
environments.

The human  
population



I understand the relationship between  
lions 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 lion?



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# Session 1

## What is a lion?

### Session objective:

I can research factual information about lions.

### Session opener:

For 3-5 minutes, get the children to note down everything they know about lions 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 wild lions.

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

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 lion's anatomy and how it is built to help it hunt large prey.

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 male lion's mane and asking the pupils to research the purpose of a male lion's mane. (Manes make male lions appear more intimidating to potential rivals. Manes also allow lions to assess one another from a distance.

# Session 1

## What is a lion?

Also, it is possible that manes may provide some protection during fights, but this may require further investigation. Finally, a common misconception is that lionesses are attracted to males with darker manes, as the evidence to support this theory is rather limited).

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:

If some groups finish early, show them a picture of a white lion on the internet (You can find one in the resource section on page 35). Ask the children to find out more about this animal and how it is different from tawny lions.

### End of session review:

To assess the children's achievement, ask each group to share with another group on their table their facts about lions and if applicable white lions.

Focus on how the lion is built to hunt large prey. 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 lions (the children will hopefully have researched this anyway).

- Persecution from humans for lions killing livestock and in some cases, even humans.
- Loss of prey.
- Habitat loss and conversion.
- Trophy hunting.
- Disease.
- Lions are now being targeted to meet the demands of the illegal wildlife trade market, e.g. the Asian medicinal market.

Which other wildlife  
does the lion live  
alongside?



# Session 2

Which other wildlife does the lion live alongside?

## Session objectives:

I know which other wildlife lions live 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 lions. Mind map the facts on a IWB.

## Session introduction:

Tell the class that in order to preserve a threatened animal such as the lion, 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 lion.

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, lion prey and not lion prey.

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 zebra, 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 lions in Africa or in the Gir Forest in India. The children must correctly classify the animals on their sheet. The pair with the most animals wins.

Show a larger version on the IWB and quickly fill in a selection of the children's findings.

## 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 lion.



# session 2

Which other wildlife does the lion  
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 lion? Is it hunted by the lion? How is it different to the lion? 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 lion, you must understand its relationship with the

# Where does the lion live?



# Session 3

## Where does the lion live?

### Session objectives:

I know which environments lions live in.  
I know how lions have adapted to their environments.

### Session opener:

Reinforce what an animal needs to live in an area. What do they think the lion 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 lions live and how they are adapted to live in these habitats.

Using the map on the IUCN website (<http://maps.iucnredlist.org/map.html?id=15951>), show the class the current range of the lion throughout Africa and in Asia.

Focus on populations which are fragmented from others. 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.

Take the time to show the 22 countries where some lion populations currently exist. State that in some countries there are only extremely small populations left (less than 50), e.g. in Nigeria, Malawi and Senegal. It should also be pointed out that in the 1960s, over 250,000 lions lived in Africa, where as now fewer than 15,000 lions remain living there. Also, the lion is extinct in 25 countries and in a possible further 1. Its historic worldwide range has decreased by around 80% and the African lion population has been reduced by 30%-50% over the last two decades.

### Paired ability group work:

In talk partners, ask the children to discuss what they think a lion 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



# Session 3

## Where does the lion live?

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 lion could live there.

Once they have made a decision for each habitat, they must write down or draw their reasoning, clearly explaining why a lion 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 ten habitats and explain their choices.

### End of session review:

As a whole class, decide which location/s lions live in and allow the children to explain their choices. The lion can actually live in tropical grasslands, scrubland, dry forests, flooded grasslands, mountain grasslands and deserts.

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 lion's relationship with people?



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# Session 4

## What is the lion's relationship with people?

### Session objectives:

I understand the relationship between lions 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 lion is classified as a 'vulnerable' species.

Discuss with the class what they think this means and can they remember why the lion is 'vulnerable.'

### Session introduction:

Tell the class that lions are a 'vulnerable' species that faces a number of threats to its survival in the wild, which are as follows:

- Persecution from humans for lions killing livestock and in some cases, even humans.
- Loss of prey.
- Habitat loss and conversion.
- Trophy hunting.
- Disease.
- Lions are now being targeted to meet the demands of the illegal wildlife trade market, e.g. the Asian medicinal market.

Trophy hunting is a particularly controversial issue.

People from all around the world, as well as from Africa itself, often pay vast amounts of money to shoot a lion.

### Conscience alley drama activity:

Imagine you are the owner of a reserve in East Africa. Your reserve has lots of amazing animals, such as elephants, rhino, cheetahs, wild dogs and lions. In fact, you have lots of lions, and you have been thinking you might need to move some of your teenage lions to nearby reserve so family members do not start breeding. You have been approached by a person who thinks you should let hunters come to your reserve, and pay you lots of money to shoot your lions. The person says it will help you because you have too many lions and you can make lots of money. Ask the class to consider what do they think they would do if they were in the position of the owner. Carry out the conscience alley activity.

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

# Session 4

## What is the lion's relationship with people?

After this activity, explain to the class that some people believe that the way to save lions from extinction is to allow people hunt an agreed amount of them.

### Whole class debate:

Do you think hunting can save the lion? Split the class into two halves. One side is to argue in favour, and the other side is to argue against the idea. For less able or SEN children, arguing against the idea is often an easier concept to understand so it may be better to allow them to join that side. The for argument may require some teacher support. A lot of children may be strongly against this, and therefore they may struggle to come up with some ideas for how it could save lions, the habitats they live in and local communities. Allow the class sufficient time to formulate their arguments and then move onto the debate, with the teacher acting as the chair.

### 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 lion, but also the local human population that lives alongside it every day.

# The historical and cultural significance of the lion



Copyright Lion Aid

# session 5

## The historical and cultural significance of the lion

### 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 class that for many years, lions have been used in symbolism, religion, culture and art.

Lion fossils dating back to around 3.5 million years ago have been found at Laetoli in Tanzania. Even back then, lions were already fearsome predators and the top carnivore on the African plains, where our distant ancestors struggled to survive. Early human populations migrating from Africa into Europe and Asia, found lions already established, calling for sharpened skills and spears to remain safe.

When early humans arrived in Europe and central Asia after migrating from

Africa for the second time, they again encountered already established lions. These lions were a bit smaller, and have been named as cave lions. Not that they particularly lived in caves, but that was where their early fossil remains were found. Cave lions became extinct as recently as 10,000 years ago. Cave lions ranged widely, and their fossils have been found in England, Germany and Spain.

Not surprisingly, human populations in Europe started to create images of the lion, representing them in cave paintings, ivory carvings and clay figurines. The earliest of these came from cave paintings in France, possibly dating to over 30,000 years ago. These paintings show female lions hunting as a pride.

Continue by telling the class that Egyptian culture also had a close bond with lions, dating well back to the days of the Pharaohs. Egypt has probably one of the best known representations of a lion - the Sphinx, a statue built about 2550 BC by the Pharaoh Khafre. Later Pharaohs were also depicted as sphinxes, and Bast, the cat goddess of protection, was originally portrayed as a lion.



# Session 5

## The historical and cultural significance of the lion

Lions survive in India to this day, in the small Gir Forest reserve where they live alongside resident villagers and their cattle. There are maybe 400 of these Indian lions left. Not surprisingly, lions are represented widely in Indian culture. For example, the Hindu deity Narasimha is portrayed as a half man-half lion, and the image was worshipped as a deity, especially in the south, where he is known as the Great Protector, defending and protecting devotees in times of need. Lions are also considered sacred animals by Hindus.

(Source: P Kat, The Concept of World Heritage Species status for Lions, Lion Aid)

In the bible, the lion is referred to 130 times! The power of the lion is used as a reference to the power of Jesus (*Behold the Lions of the tribe of Judah. Book of Revelations 5:5*).

Lions have also accompanied Kings into battle. For example, Rameses II went into battle and was accompanied by a lion called Auto-m-nekht. The lion would run alongside his chariot and attack any one who dared get too close to the ruler.

In ancient Egypt, lions were believed to have been Gods, (Sekhmet). In the Near East, the lion was deified and Mediaeval symbolism imbued the lion,

making him the protector and companion of certain saints.

(Source: Gareth Patterson, (2000), Making a Killing)

For the following activity, there is a choice of two stories: "Queen Numbi and the white lions" or "A Maasai Story."

### Story A: Queen Numbi and the white lions

Show a picture on an IWB of a white lion (page 35). Ask the class whether they know anything about white lions. After telling the class it is a white lion, reinforce the fact that white lions are not albinos. They are white because of a recessive gene that means they do not develop tawny coloured fur. This process is called 'leucism'. White lions are also not a different subspecies of lions.

Explain that white lions originate from only one area in the world, the Timbavati region in South Africa. Show a map of the Timbavati on an IWB and indicate its position in Africa. The white lion is believed, by the local Shangaan tribes, to be an icon and a symbol of African pride and light.



# Session 5

## The historical and cultural significance of the lion

South Africa is often called the 'Rainbow Nation' where all the colours, creeds, races and genders of our world can now live in harmony. African elders believe that the white lion is a symbol of this, a collection of all the rainbow colours, which ultimately creates white light. Their white coats represent this light and they are said to be made out of pure sunlight. African elders state that the white lion's arrival in the Timbavati was nothing less than a gift from God. They are believed to be the 'King of Kings' that deserve the highest protection.

Read the story of Queen Numbi with the children. Copies of this story can be found in the resource file on page 42. Explain that this is an old Shangann tale, which is retold by African elders, about how the white lion was created.

### Story B: A Maasai Story

This story was written by Pieter Kat from the lion conservation charity, Lion Aid. The story can be found on page 43.

Tell the children that the Maasai are a tribe that live in Kenya and Tanzania. They herd cattle and have lived with wild animals for hundreds of years.

The Maasai have great respect for lions, although they will try to kill them when lions eat their cattle. There are many stories about how lions save women and children and protect them when they are walking in the bush.

### Independent and group work:

#### Less able:

Using the comic strip from the resource section on page 44, children can retell the story 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. 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.

# session 5

## The historical and cultural significance of the lion

### More able:

Children write a diary entry, pretending to be a character from the story they have read. Challenge the children to use descriptive language, complex sentence structures and punctuation. Children to use also write a clear introduction and conclusion to 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 traditional tale involving white lions, the Shangann or the Maasai. If the children struggle, they could even use the same characters from either of the stories they have read.

### **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 lion?





# session 6

## How can we help save the lion?

### 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 lion over the last few weeks, they are now going to create their own creative conservation advertisement, aimed at raising awareness about the lion 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 lion

populations in both Africa and Asia 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 lion?

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 lion?

### 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 lion?

### Session objectives:

I can present my advert clearly.

I can explain the reasons behind my choices clearly.

### Session opener:

Lion Quiz Challenge! Get each child to write a question to test another's knowledge on lions. 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 lion?

(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 45 or 46, 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 lions 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 1

## A white lion



Copyright Lion Aid

# session 2

## Wildlife sheet

|               | Producers | Consumers |
|---------------|-----------|-----------|
| Lion prey     |           |           |
| Not lion 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

# 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

# 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 grassland



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

## Desert



A 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

# Flooded grassland



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

# 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 5

## The white lions of Timbavati: The story of Queen Numbi

A very long time ago, in South Africa, there was an empire which had succeeded an even greater empire before that. Ruling the people at that time was a female chief, called Queen Numbi, the 'Ugly'. Numbi, whilst not beautiful, was very wise. She was an individual of great spiritual power.

It was said that a terrible illness had attacked Queen Numbi. Her legs and her stomach swelled. She was extremely close to death, and her people prayed desperately to their ancestral spirits for a sign which could help save the life of Queen Numbi. For months they prayed, but for months nothing happened.

One night, when there was nothing but the stars in the sky, Numbi was extremely close to death. She could hear lions roaring in the bush, hyenas laughing and owls hooting. Suddenly, Numbi could hear the sound of her villagers shouting loudly with excitement. Queen Numbi asked, "What is going on?" An elder came into her hut and told her that a strange light was appearing out of the sky. A very great star was falling to the earth. Queen Numbi ordered her servants to take her out immediately to see it for herself.

When she left her hut, Queen Numbi saw for herself that it was indeed true. The Queen saw the great ball of light falling slowly in the sky. The ball came down in the sky with incredible slowness, lighting up the entire landscape. When it eventually landed in a distant valley, a giant halo of bluish light lit up the night sky. The people in the village celebrated! They wanted to go closer to see what it was, but fear held them back. Queen Numbi, a fearless chief, told her two most reliable servants to take her to see where the ball had landed.

After a long time, they arrived at the spot where the ball of light had fallen to the ground. The ball made a strange humming noise. Numbi and her servants were amazed. Fearing the object, the servants pleaded with their chief to leave. Eventually, Numbi agreed, yet as the three turned to leave, one of the servants saw something move behind her. The three turned back to find a god, made out pure light and with no facial features, standing in front of them. The god lifted its right hand. Numbi turned to her servants and told them that the god wanted her to follow it. They begged her not to, but Numbi walked slowly towards the god. The god then approached Numbi and placed its hand upon hers. Within an instant, the god had disappeared. Nothing but its footprints remained. Numbi turned back towards her servants and told them that she too must go, and before the servants could protest, Numbi walked into the ball of light and disappeared. A few moments later, the ball of light rose back into the sky, lighting up the entire sky, before shooting off into the distance.

It was then observed that many years after Numbi's disappearance, all the animals that stayed within that area, called Timbavati, where the mysterious object had fallen, were giving birth to snow-white offspring. The people saw white leopards, impala and eland. A pride of lions had moved into the area, and they too were soon seen giving birth to white cubs with blue eyes. Many kings who ruled after Numbi declared this place to be a sacred place.

(Adapted from: Tucker L, (2010), *Mystery of the White Lions: Children of the Sun God*, London, Hay House Publishing)



## session 5

# A Maasai Story

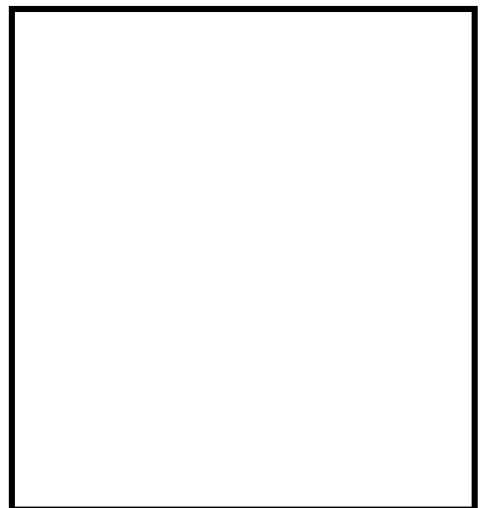
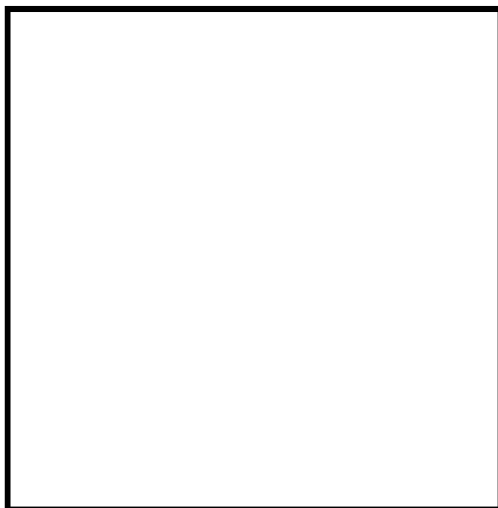
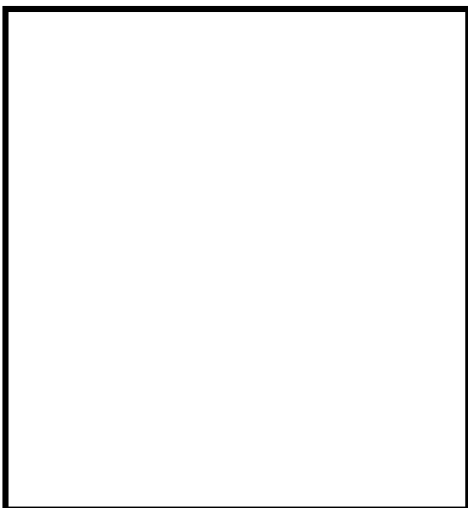
A young woman had left her husband's village to visit her father. She got lost and had been walking for three days. She was tired and hungry and stopped to pray. She prayed to God that she arrive safely. The woman was carrying a young child and had become so weak that she could barely walk. She saw a lion in the distance, was startled, and sat down and cried. The lion just sat and watched the woman. Then the lion killed a young gazelle, walked towards the woman, dropped the gazelle in front of her and walked away. The lion did not go far but sat at a distance and watched as she cooked the gazelle. Another lion came to take the gazelle and the original lion pushed the intruder out of the way so the woman could continue eating. The woman kept walking and came across the footprints of a group of Maasai warriors. She followed the footprints and a warrior came out of the woods and saw her. She asked for water, which he brought her and she bathed her child. The lion was watching all of this and came to sit with the woman. When the warrior saw the lion he wanted to kill it but she said, "No, do not kill it, it was sent by God!" So the warrior left the lion alone and helped the woman find her way to her father's village and the lion went home.

Whether stories like these are true or not does not matter very much compared to the moral - lions can be friends, and lions and people can have good relations and share respect.

(Written by Pieter Kat from Lion Aid)

# session 5

## 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?

# Lion Aid Challenge

<http://www.lionaid.org/>

The United Nations Educational, Scientific and Cultural Organization (UNESCO) has a program to conserve sites of exceptional cultural or natural importance to the common heritage of humanity. There are about 890 listed sites in the world in 148 states. A World Heritage Site can be anything from a forest, mountain, monument, building, or even a city. Examples are the Taj Mahal in India, the Alhambra in Spain, the historic centers of Florence in Italy and St Petersburg in Russia, Robben Island in South Africa, the Serengeti National Park in Tanzania, Victoria Falls in Zimbabwe/Zambia...the list is long and diversified.

Each World Heritage Site remains the property of the state in which it is located, but UNESCO, with 186 member states, considers each site worthy of preservation by the international community. Listed sites can obtain funds from the World Heritage Fund and/or member states for their conservation Germany recently provided \$32 million for programs to maintain Tai National Park in Cote D'Ivoire.

To become listed as a World Heritage Site, applicant countries must make a Tentative List of their significant cultural and natural possessions. This is then evaluated by a series of steps before arriving at the World Heritage Committee to make their final decisions. A nominated site must meet at least one of ten selection criteria, ranging from representations of a masterpiece of human creative genius to "containing threatened species of outstanding universal value from the point of view of science or conservation" hence the obvious inclusion of the Virunga National Park and mountain gorillas.

Lion Aid would like to introduce the concept of World Heritage Species status for lions. The species is readily identified with and interlinked with world culture through symbolism, iconography, imagery, allegory, literature, totems, fables, art, etc. Lions are richly endowed with representation in world culture as a symbol of nobility, bravery, courage, steadfastness, and loyalty. Criterion six of the World Heritage Site qualification list already expresses the cultural status of lions well "to be directly or tangibly associated with ideas, or with beliefs, with artistic and literary works of outstanding universal significance".



# Lion Aid Challenge

<http://www.lionaid.org/>

This species could also greatly benefit from the UNESCO umbrella of protection. Lions in Africa are currently in great decline. Fifty years ago there were perhaps 200,000 lions on the continent, but now we have less than 20,000 remaining. Lions are decreasing at a rapid rate due to habitat loss, conflict with humans and livestock, and trophy hunting. Can we as a world society afford to lose our icons because we are not inventive enough to propose novel ways to ensure their survival?

For more information regarding the cultural importance of lions, please visit the So What? website (<http://www.sowhatuk.com>) and download "The Concept of World Heritage Species status for Lions" written by Pieter Kat of Lion Aid. This article can be found in the Lion Aid Challenge tab, within the Age 7-11 Teaching Pack section of the website.

So What? would like to help Lion Aid introduce the concept of World Heritage Species status for lions. To help Lion Aid do this, we have been asked to gather as many examples of lions being used in world culture as a symbol. Therefore, if you have decided to run a So What? club at your school, we would also like you to challenge your pupils by asking them to find as many images or symbols of lions as they can in their everyday lives. You may wish to do this by awarding the child who produces the most amount of images as the winner, or in any other way that suites your group of children. Once you have these images, we would love you to send them to us at So What? so we can pass them onto to Lion Aid, as well as create a gallery of them on our website. You can send us the images via email, or alternatively through Facebook or Twitter. You can find these details on the Contact Us section of the So What? website at: <http://www.sowhatuk.com>

# 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 lion.

You can contact us via the following:

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

Facebook: <http://www.facebook.com/SoWhatUK>

Twitter: [https://twitter.com/#!/SoWhat\\_UK](https://twitter.com/#!/SoWhat_UK)

Thank you once again for choosing to use a So What? teaching pack and we hope that you will choose to do so again in the future.

You can find more teaching packs on our website:  
<http://www.sowhatuk.com>