

# SO WHAT?

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

**Age 7-11 Teaching Pack**



**Rhino**

# 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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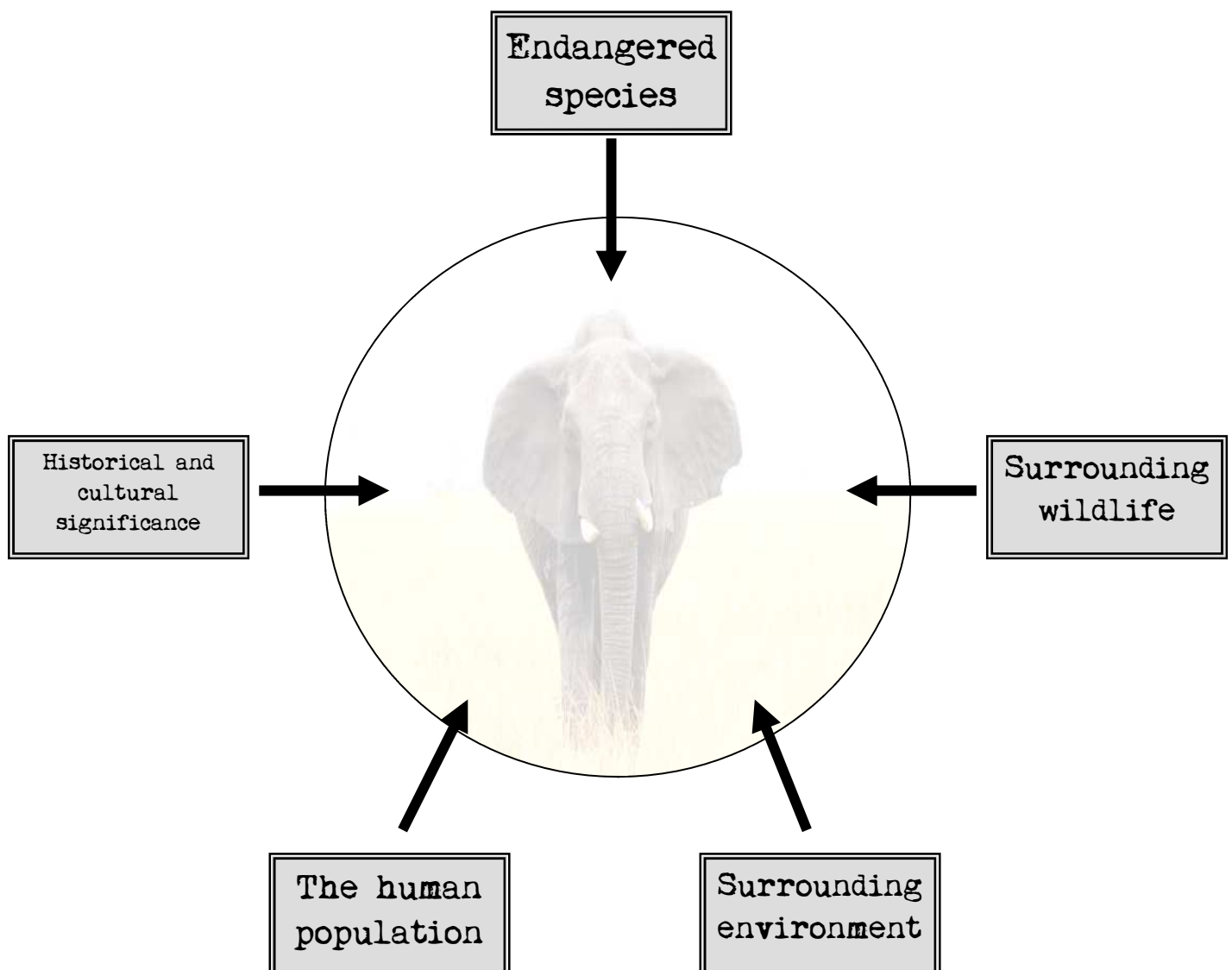
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# so what?

## 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 rhino?

Surrounding  
wildlife



Which other wildlife does  
the rhino live alongside?

Surrounding  
habitat



Where does the rhino  
live?

The human  
population



What is the rhino's  
relationship with people?

Historical and  
cultural  
significance



Why the rhino scatters  
its dung

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 rhinos.

Surrounding  
wildlife



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

Surrounding  
habitat



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

The human  
population



I understand the relationship between  
rhinos 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 rhino?





# Session 1

## What is a rhino?

### Session objective:

I can research factual information about rhinos.

### Session opener:

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

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

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 rhino's anatomy.

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 asking them to research what the 5 different species of rhino are called. Challenge the children to find out the scientific name of each species, how they differ in appearance from one another, how many of each species are left in the wild and finally any extra facts they can find.

# Session 1

## What is a rhino?

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 rhino horn (You can find one in the resource section on page 37). Ask the children to research how horns benefit wild rhinos. In addition to this, ask them to find out if all 5 species of rhino have the same number of horns

and whether their average dimensions are the same. Furthermore, challenge the children to find out what horns are made of (keratin).

### End of session review:

To assess the children's achievement, ask each group to share with another group on their table their facts about rhinos and if applicable, rhino horns. 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 rhinos (the children will hopefully have researched this anyway).

- Habitat loss and encroachment.
- Political conflict.
- Competing species
- Alien plant invasion.
- Poaching for Jambiya handles.
- Poaching for the traditional Chinese medicine market.

Which wildlife and which  
plant life does the  
rhino live  
alongside?



# Session 2

Which other wildlife and which plant life does the rhino live alongside?

## Session objectives:

I know which wildlife and which plant life the rhino 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 rhinos. Mind map the facts on a IWB.

## Session introduction:

Tell the class that in order to preserve a threatened animal such as the rhino, you must always consider the surrounding plant life and wildlife.

Discuss as a class why they think this is important. Explain that today the children are going to research the different types of plant life and wildlife that live in the same environments as the rhino.

Show the class the information collection sheet (from the resource section on page 38). Explain that they will be using this sheet to classify the plants and animals they find. The sheet has a box for consumers, producers, rhino food and not rhino food.

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 plants and animals that live alongside rhinos in Africa and Asia. The children must correctly classify the plants and animals on their sheet. The pair with the most plants and 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 plants or animals which the rhino lives alongside.

# session 2

Which other wildlife and which plant life does the rhino live alongside?

## Must achieve:

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

## 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:

Tell the children that the rhino is often referred to as an "umbrella species." Ask the children to use the internet to find out what an "umbrella species" is and how the protection of an "umbrella species" is important to the survival of the other wildlife that lives alongside it. (It is believed that conserving an "umbrella species" provides a protective umbrella to the numerous other species that live alongside it. E.g. as rhinos disappear, bushes and trees take over the land as they are no longer being pruned by the rhino, and therefore

animals such as the antelope have to leave the area in search of food)

## 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 rhino, you must understand its relationship with the plants and animals it lives alongside, as they may be just as important to its survival.



# Where does the rhino live?



# Session 3

## Where does the rhino live?

### Session objectives:

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

### Session opener:

Reinforce what an animal needs to live in an area. What do they think the rhino 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 rhinos live and why they are adapted to live in these habitats and not others.

Using the maps on the IUCN website show the class the current range of the 5 species of rhino within Africa and Asia. (IUCN maps: White rhino <http://maps.iucnredlist.org/map.html?id=4185> ; Black rhino <http://maps.iucnredlist.org/map.html?id=6557> ; Sumatran rhino <http://maps.iucnredlist.org/map.html?id=6553> ; Indian rhino <http://maps.iucnredlist.org/map.html?id=19496> and Javan rhino <http://maps.iucnredlist.org/map.html?id=19495>.)

Focus on populations which are fragmented from others, particularly within the Sumatran, Javan and Indian rhino populations.

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 different countries which the 5 species of rhino currently live in and the locations of these countries in relation to each other and the UK. Ask the children how they might travel there from the UK as well as between each country. It should also be pointed out that in at the beginning of the 20th century there were 500,000 rhinos left in the world; in 1970 there were 70,000; today, there are fewer than 29,000 rhinos surviving in the wild. Between 1970 and 1992, large-scale poaching caused a dramatic 96% fall in numbers of the critically endangered black rhino. 95% of all the rhinos in the world have now been killed.

### Paired ability group work:

In talk partners, ask the children to

# Session 3

## Where does the rhino live?

discuss what they think a rhino 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 39.

Tell the children their challenge is to read the description for each habitat and decide whether they think a rhino could survive there. You may wish to allocate each table to a species of rhino. Once they have made a decision for each habitat, they must write down or draw their reasoning, clearly explaining why their species of rhino 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 rhinos live in and allow the children to explain their choices. The white rhino can actually live in flooded grasslands and tropical grasslands. The black rhino lives in: deserts, flooded grasslands, scrubland, mountain grasslands, dry forests and tropical grasslands. The Indian rhino lives in: flooded grasslands, tropical grasslands and swamps. The Sumatran rhino lives in tropical rainforests and the Javan rhino lives in: mangroves, mountains and scrubland.

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 rhino's relationship with people?



# Session 4

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

### Session objectives:

I understand the relationship between rhinos 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 3 out of the 5 species of rhino have been classified as 'critically endangered.' Discuss with the children what they think this means and can they remember the threats facing wild rhinos.

### Session introduction:

Tell the class that there are currently: 20, 165 white rhinos; 4, 880 black rhinos; 2,850 Indian rhinos; 200 Sumatran rhinos and 50 Javan rhinos left in the wild. This is because the 5 species of rhinos face a range of threats to their survival in the wild:

- Political conflict.
- Competing species.
- Alien plant invasion.
- Poaching for Jambiya handles.
- Poaching for the traditional Chinese medicine market.

- Habitat loss and encroachment.

Whilst the main reason for the rhino's disappearance has been poaching, habitat loss and encroachment have also both been key factors. Rhino habitat continues to be: converted for agriculture: used for grazing livestock and destroyed by legal or illegal logging. Consequently, it appears that habitat loss and encroachment will continue to be a real threat to the global rhino population.

### Conscience alley drama activity:

Imagine you are an Indian land owner and you want more land to grow crops on. This would allow you can make more money to help feed your family. Next to the land you already own is an area which you wish to convert. However, you also know that Indian rhinos inhabit the area. Should you convert the land for agriculture and destroy the Indian rhino's habitat? Conversely, should you remove the local Indian rhinos first and then convert the land? Alternatively, could you try and find another piece of land in the local area? Carry out the conscience alley activity.



# Session 4

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

### **Note:**

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

After this activity, explain to the class that a lot of land owners do not consider the needs of local wildlife, such as the Indian rhino, before they convert local land for agricultural purposes.

Sometimes, land owners may also use the rhino's habitat to graze their livestock, which may reduce the amount of food available to local rhino populations. As local rhino populations struggle to find food within their home range or territory, they may wander onto agricultural land and feed on the crops. Such behaviour can often lead to conflict between humans and rhinos, often with the rhino losing.

### **Whole class debate:**

Is it right for land owners to convert rhino habitat for agriculture or in other circumstances, use it to graze livestock? Split the class into two halves. One side is to argue in favour of the land owners

and the other side is to argue against the land owners. For less able or SEN children, arguing against the land owners 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.

### **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

# session 4

What is the rhino's  
relationship with people?

support the requirements of not only a  
threatened animal, such as the rhino,  
but also the local human population that  
lives alongside it every day.

# Why the rhino scatters its dung



# session 5

## Why the rhino scatters its dung

### 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 the word rhinoceros is derived from Greek, meaning "nose horn," which is their most distinctive feature. Fossil records reveal that once there were at least 200 species of rhinos. Some were small and others were much larger.

Tell the children about one example, which was the Indricotheriinae, an ancient member of the rhinoceros family. They grew to an enormous size and are considered the largest land mammal to have ever existed, weighing in at about 15 tones. They had long legs and long necks and were able to browse the tallest trees like the modern day giraffe. Interestingly, they also did not

have a horn. It is thought that they fought using their necks in the same way giraffes do today. The Indricotheriinae were considered running rhinos with a more slender build and flexible feet than the modern rhino. They lived from Mongolia westward, across the grassless scrubby plains of Asia around 30 to 35 million years ago.

50 million years ago, many forms of the rhino existed and until 10,000 years ago, the woolly rhino roamed throughout Europe. Modern day African rhinos diverged from a common ancestor about 5 million years ago and then took on their present day form. Of the 5 remaining species of rhinos, the Sumatran divergence took place 20 million years ago and the Indian and Javan, 10 million years ago.

(Adapted from: [http://www.honolulu zoo.org/white\\_rhinoceros.htm](http://www.honolulu zoo.org/white_rhinoceros.htm))

For centuries, the black and white rhino have been part of the folklore from many different African cultures. Traditional stories often focus on the rhino's large size and some stories depict the rhino in an unfavourable way. These stories sometimes focus on the rhino's reputed bad temper and laziness. The tales often use rhinos to show what



# session 5

## Why the rhino scatters its dung

happens if people have these qualities. Furthermore, traditional stories often portray the rhino losing out to the larger elephant, or to the other animals that are considered to be smarter than the rhino. Rhinos are often shown as being stupid or easily fooled.

(Adapted from: M Watt, Black Rhinos, The Untamed World)

Tell the children that in comparison to being depicted as stupid, other historical beliefs and practices have been far more detrimental to the rhino. In the Middle Eastern country of Yemen, rhino horn has been, and continues to be, coveted by Muslim men despite imports being banned since 1982. The horn is used for the handles of curved daggers, called "jambiya," which are presented to Yemeni boys when they turn 12. Jambiya are considered a sign of manhood and devotion to the Muslim religion, and are used for defence. Yemeni men have always placed great value on the handles, which are commonly studded with jewels. In China, the ornamental use of rhino horn dates back to at least the 7th century AD. Over the centuries, rhino horns have been carved into ceremonial cups, as well as buttons,

belt buckles, hair pins, and paperweights.

Equally disastrous for the rhino, has been the use of their horn in the traditional medicine systems of many Asian Countries. From Malaysia and South Korea to India and China, rhino horn has been used to cure a variety of ailments. In traditional Chinese medicine, the horn, which is shaved or grounded into a powder and dissolved in boiling water, is used to treat fevers, rheumatism and other disorders.

According to the 16th century Chinese pharmacist Li Shi Chen, the horn could also cure snakebites, hallucinations, headaches, vomiting, food poisoning and "devil possession."

Historical mentions of other uses for rhino horn date back thousands of years. In Greek mythology, they were said to possess the ability to purify water. The ancient Persians, of the 5th century BC, thought that vessels carved from the horn could be used to detect poisoned liquids, causing bubbles in the presence of some poisons — a belief that persisted into the 18th and 19th centuries among the royal courts of Europe.



# session 5

## Why the rhino scatters its dung

(Adapted from: <http://www.pbs.org/wnet/nature/episodes/rhinoceros/rhino-horn-use-fact-vs-fiction/1178/>)

### Why the rhino scatters its dung:

Tell the children that a popular African traditional story, called "why the rhino scatters its dung," was retold by the Batonga tribe who live in the Zambezi River Valley. For years, the Batonga tribe lived a very primitive existence, being isolated from the rest of the world. Read the tradition story, "why the rhino scatters its dung," 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 page 47.

### Independent and group work:

#### Less able:

Using the comic strip from the resource section on page 48, children can retell the story of "why the rhino scatters its dung," 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 "why the rhino scatters its dung."

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 rhino, the elephant or even another animal which may have observed the events. 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 version of the

# session 5

## Why the rhino scatters its dung

story "why the rhino scatters its dung," which depicts the rhino in a more impressive way, yet also explains why rhinos scatter their dung.

### 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 rhino?



# session 6

## How can we help save the rhino?

### 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 rhino over the last few weeks, they are now going to create their own creative conservation advertisement. The advert will be aimed at raising awareness about the illegal poaching of rhino horn for the traditional Chinese medicine market (TCM), the biggest threats facing rhinos today.

Tell the children that the trade in rhino horn has a long history. Rhino horn has also been in constant demand in Asia for the TCM market. Tell the children that by the mid-1990s, all the important rhino horn

consumer countries in Asia had banned the substance in their TCM industries.

Carry on by telling the children that TCM uses herbs and animal products to create harmony and balance in the body. Rhino horn is believed to be effective in reducing temperature and has commonly been used to treat high fevers and convulsions, to assist the liver in cleansing the blood of toxins, resulting from the intake of alcohol or poison. TCM often prescribes rhino horn in combination with herbs and other traditional ingredients. The medicinal properties of rhino horn, and other TCM ingredients, have an ingrained cultural significance in the East and for Westerners to simply dismiss such beliefs as "being like chewing fingernails" can offend many of Asia's ancient healing arts. Tell the children that the respect for tradition and pride plays a major role in Eastern culture, and can influence current attitudes and practices of rhino horn usage.

Reports have shown that the increased demand for rhino horn is driven mainly by people from Vietnam. The use of rhino horn appears to be a way for some Vietnamese to demonstrate their wealth

# session 6

## How can we help save the rhino?

and social status.

Both traditional and modern preparation of rhino horn medicines typically involves grinding the horn into a powdered form, which is then placed in hot water to produce a white, cloudy liquid.

People suffering from serious illnesses, such as cancer, are also turning to rhino horn to cure or improve their condition. In recent times, people have started using rhino horn as a treatment, and possibly a cure, for life-threatening disease. The rhino horn's magical ability to cure illnesses has been advertised by people who want to increase the value of rhino horn.

It is important to note that rhino horn has no medicinal qualities. It does not cure headaches, fever or cancer. Rhino horn is also worth more than gold, at a reported £50,000 per kilogram.

Furthermore, it is believed that the 448 rhinos killed in South Africa during 2011 were done so to provide horns for the TCM market.

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.

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 rhino?

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 how well it informs people about the poaching of rhino horn for the TCM market.

In addition to commenting on good aspects of the design, encourage the children to also make 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 rhino?

### 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 rhino?

### Session objectives:

I can present my advert clearly.

I can explain the reasons behind my choices clearly.

### Session opener:

Rhino Quiz Challenge! Get each child to write a question to test another's knowledge on rhinos. 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 rhino?

(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 49 or 50, 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 rhinos 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

## Rhino horn





## session 2

# Plant and wildlife sheet

	Producers	Consumers
Rhino food		
Not rhino food		

## 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

# 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

## Coastal



Coastal cliffs are the rock land edges that face the sea. These are complex and diverse habitats that lie above the water line, where exposure to salty spray, wind, sun and rain all play their part as does the type of rock. A range of flowers flourish and colourful lichens coat the rocks. Cliff tops make important nesting places for seabirds and each species has its own requirements: from ledges for guillemots and kittiwakes to grassy slopes that puffins can burrow in. Bats, birds, lizards and buzzing insects are also found. Predators may have some cover to help them hunt.

# 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 surfaces 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

# Swamps



A swamp is a wetland that is forested. Many swamps occur along large rivers, where they are critically dependent upon natural water levels changing. Other swamps occur on the shores of large lakes. Swamps are wetland areas where water totally or partially submerges the vegetation, for part or most of the year. Swamp waters flow very slowly, and there are often reed beds or sedges growing at their margins. Any raised areas within a swamp, are likely to be drier and may therefore have trees growing on them. Some of the world's largest swamps are found along major rivers such as the Amazon, the Mississippi, and the Congo. Within swamp habitats, animal such as the water buffalo, Sumatran orangutan, forest elephant, North American river otter and macaque can be found.

## Session 3

# Marshes



A marsh is a type of wetland which can often be found at the edges of lakes and streams, where they form a transition between the water and ground ecosystems. Marshes form where water is very close to, or above, the ground surface for part or most of the year. They are often dominated by grasses, rushes or reeds. If woody plants are present they tend to be low-growing shrubs. This form of vegetation is what makes marshes different from other types of wetland such as swamps, which are dominated by trees, and bogs. Animals which can be found here are yellow anacondas, water buffalos, river otters, polecats, pumas and a range of deer species.

## 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

## Mangroves



Mangrove forests grow on tropical coasts with soft soils and are flooded twice daily by the tide. They are important breeding areas for many species of fish. Mangroves and coral reefs have a close relationship - the reef protects the coast where the mangroves grow from being eroded by the sea, and the forest traps sediment washed from the land that would otherwise smother the reef. The constant tide of which these trees are adapted to represents the major limitation to the number of species able to thrive in their habitat. In order for a plant to survive in this environment, it must tolerate broad levels of salt, temperature, and moisture, as well as a number of other key environmental factors. It is unsurprising, perhaps, that only a select few species make up the mangrove tree community. Tree sloths, clouded leopards, leopards, otters, francois langur monkeys, western colobus monkeys and slow lorises.

# 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

# Why the rhino scatters its dung

A very long time ago, when animals could talk, a large and powerful female elephant was in charge of a popular waterhole on the African plains. One day a young male rhino came wandering into the valley, hoping to find a territory he could call his own. All he wanted was a little land with thick trees; a watering hole and if possible; a wallow where he could spend lazy afternoons cooling himself in the black mud. Winding his way through the thicket of trees, the rhino could also smell water and hear the trumpeting commands of the elephant.

The elephant was telling the animals what to do: where to drink, where to graze, how to stand in line for their daily walk across the plains. Right behind her was a perfect mud wallow. The rhino wanted that mud wallow. He wanted the waterhole and the green grass that grew thick around it. So, the rhino slipped between a zebra and a warthog on his way to the water, and started dreaming of bigger and better things. The elephant continued her trumpeting of commands and when things got really bad, she rapped her trunk on the ground and demanded everyone's attention.

Rhino thought to himself, "everyone else must be as tired of the elephant as I am. If I can get rid of the elephant, we will all be happier and the waterhole will be mine." By the end of the day, the rhino had convinced himself that he was much smarter than the elephant. He also thought that if he staged a rebellion, the other animals would all be sure to follow his lead. "If I can prove that I am better than the elephant," he thought, "then the other animals will rally around me. The elephant will have to give up her position as the ruler of the waterhole."

The very next morning, the rhino challenged the elephant to a duel. The duel was to create the largest dung heap. By the end of the duel, the rhino's pile was tall, standing proudly in the shade of the trees. It was by all accounts, far larger than the elephant's. Almost instantly, a cheer rose from the ranks of the surprised animals who were watching nearby. Sensing his chance, the rhino muscled his way in front of the elephant and called for her to step down. The rhino swung his head in the direction of his supporters and expected to hear their roar of support. Instead, there was silence and only the nervous cough of a teenage baboon.

Suddenly, without warning, the elephant charged and attacked the rhino. Gored and bleeding, bruised and bloody, the rhino begged for mercy. While the elephant kept the rhino's head pinned to the ground with her large front foot, she looked down at her hapless opponent. The rhino pleaded for forgiveness. He even promised to never make another pile of dung as large as the elephant's as long as he lived. With that promise, the elephant removed her foot and the rhino escaped silently into the bush.

The rhino never forgot the painful and humiliating lesson he learned that day. To this day, the rhino flattens his dung pile by kicking and scattering it around - just in case the elephant should be nearby and decide to charge him again.

(Adapted from: <http://realisticrhino.wordpress.com/> )

# session 5

## Why the rhino scatters its dung 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.

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