

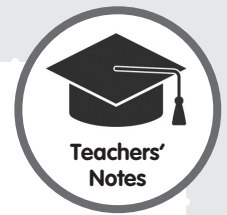


Creature comforts

PSHE, citizenship and English

Years 3-6

Duration: 40 minutes +



Objectives:

- To consider the needs of wild animals in captivity

Curriculum links:

CITIZENSHIP KS2: 1) a 2) a

PSHE KS2: L1, L7

ENGLISH: Spoken language years 1-6

Resources:

- Link to episodes from Nick Park's *Creature Comforts* film illustrating animals living in a zoo
<https://www.youtube.com/watch?v=PCOWE0EiCyo> (link on the Animalkind website)
- Pictures of animals from *Creature Comforts* and of animals in a zoo
- Beginning sequence from the film *Madagascar*

Animalkind film link - Section 2: Animals' needs and feelings

Starter activity:

- Show some episodes from Nick Park's *Creature Comforts* film illustrating animals living in a zoo (5 min 16 secs). This is a humorous and thought-provoking view of what animals in zoos might be thinking about their captivity and surroundings.

Main activity:

- Form students into pairs.
- Tell pairs that they will be acting out an imaginary situation where an animal is being interviewed (hot-seated) about their captivity and surroundings in the zoo.
- To start, take the hot-seat and tell the class that you are pretending to be an animal in a zoo (possibly one that they have seen in *Creature Comforts* – in which case you can put an image of the animal from the film on the whiteboard). Give children time to think of some questions they would like to ask you about your needs and feelings as a captive animal. Allow children to interview you in role.
- Use your responses to encourage the students' critical thinking skills – to consider that wild animals might not necessarily like to be in cages and enclosures and that there are things they may miss about not being in their natural habitat such as being amongst their own kind, or being able to do things that they would naturally do. Encourage them to develop their questions in the light of your replies.
- Once you have answered several questions from the children to establish what is required or expected, tell them that it is their turn.
- Provide each pair with an image of an animal (see Pictures of animals from *Creature Comforts* and of animals in a zoo) or ask them to choose an animal – it could be a pet animal, a farmed animal or an animal in a circus or zoo.



Animalkind Lesson Plan 14

- Allow them time, in pairs, to think about some questions and answers for the role-play. Support less able children and check that they have suitable ideas. Again, encourage them to develop their critical thinking skills by asking them to consider what they want to discover by asking certain questions:
 - Do you get lonely?
 - Do you get bored in the zoo?
 - What do you miss about not being in the wild?
 - What do you miss most?
 - What can't you do in your enclosure?
 - What do your wild relatives do that you can't?
 - Do you like being looked at all day by the public?
 - Do you miss the sun/heat or cold/snow?
- In their pairs the children can take it in turns to be the interviewer and the animal being interviewed.

Plenary:

- Choose a few pairs to act out their interviews in front of the class. Members of the class in the audience can then also ask the animal questions about whether his/her needs are met and how they feel about their conditions and surroundings in the zoo, circus, farm, etc.
- Discuss whether animals' needs are met in a circus or zoo environment.

Optional lesson development:

- 1) Watch the beginning sequence from the film *Madagascar* (from 0:25 to 15:30) and use as a stimulus for discussion or creative writing.
 - Excerpt: At the Central Park Zoo, Marty the zebra is celebrating his tenth birthday, but has grown bored with his daily routine and longs to experience the wild. Marty's best friend Alex the lion, together with Melman the giraffe and Gloria the hippopotamus attempt to cheer Marty up, but Marty, still unsatisfied, gets some tips from the zoo's penguins—Skipper, Kowalski, Rico and Private—who are trying to escape the zoo, and he follows them out.
 - After the excerpt the four zoo animals escape, end up being caught and are shipped back to their homeland by an animal rights group that feels they belong in the wild.
- 2) Write a diary entry from the point of view of a zoo animal (maybe Marty, Alex, Gloria or Melman).
- 3) Write a letter or email to a relative in the wild.

Resources available on the Animalkind website

- **Pictures of animals from *Creature Comforts* and of animals in a zoo** (one copy per pair)
- Link to episodes from **Nick Park's *Creature Comforts* film illustrating animals living in a zoo**
- **Beginning sequence from the film *Madagascar*** (contact Animal Aid for details of the relevant clip)



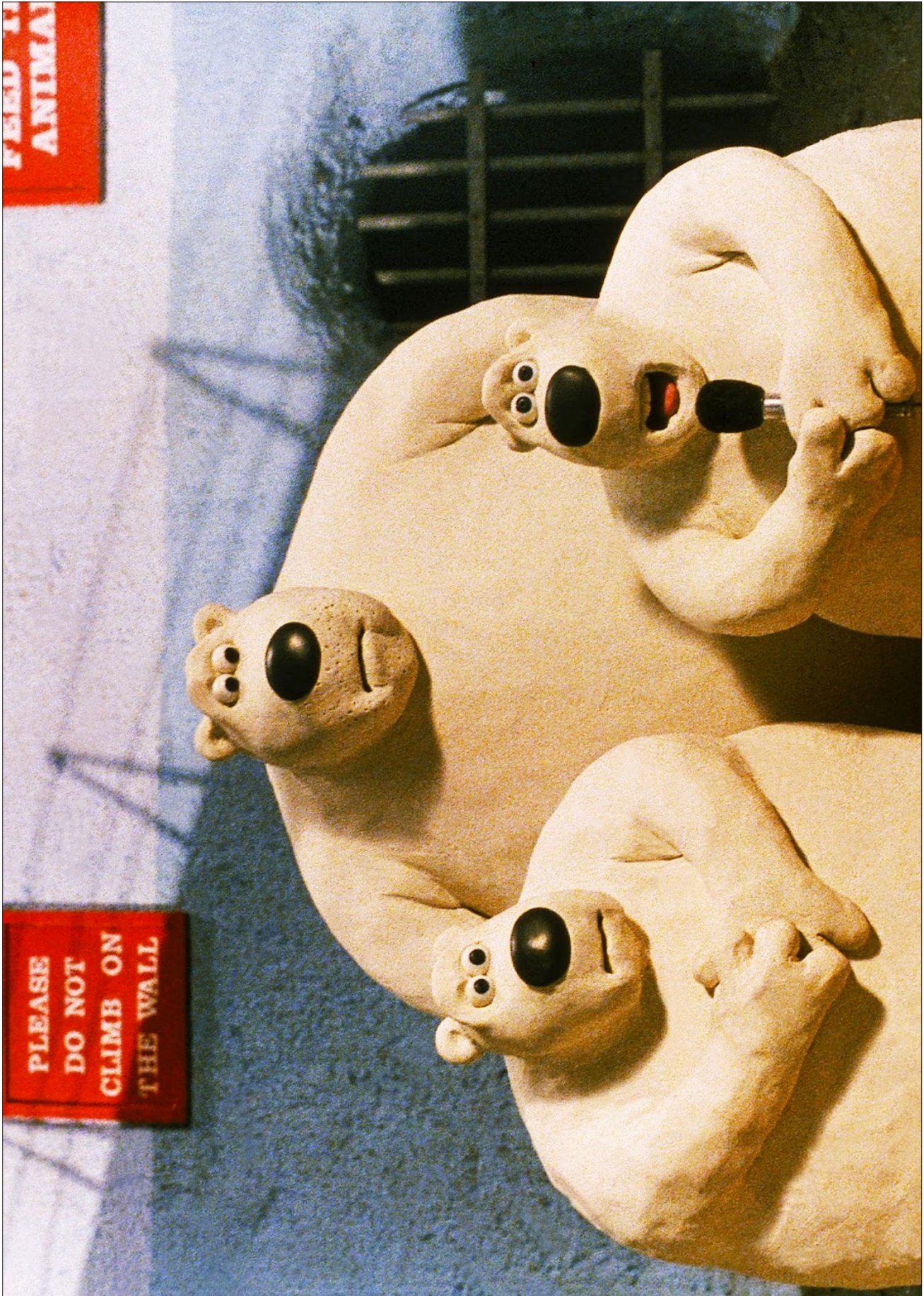
Pictures of animals from *Creature comforts* 1



Pictures of animals from *Creature comforts 2*



Pictures of animals from *Creature comforts 3*



Pictures of animals from *Creature comforts 4*





Pictures of animals from *Creature comforts 6*



Pictures of animals from *Creature comforts* 7



Pictures of animals from *Creature comforts* 8



Pictures of animals from *Creature comforts* 9



Pictures of animals in a zoo 1



Pictures of animals in a zoo 2



Pictures of animals in a zoo 3



Pictures of animals in a zoo 4

