



## Education Programme

### Title

Wild animals

### Key stage

1

### Topic

Animals and us

### Subject

Citizenship

### Functional skills

#### Literacy

Describing their animals and deciding on a set of rules.

#### Numeracy

n/a

#### ICT

Possible research/design on computers.

#### N/C Links

Citizenship: 1b, 2a, 2b, 2e, 5a

#### QCA Unit

3

### Every child matters

#### Be healthy:

Understanding the needs of humans and animals.

#### Stay safe:

Treating people and animals with respect.

#### Enjoy and achieve:

Interacting and debating with others.

#### Achieve economic wellbeing:

Understand the cost involved in responsible pet care.

#### Make a positive contribution:

Contribute to discussions about wild animals

### Learning objectives

Pupils should know that all animals should be treated with respect.

Pupils should know that humans have a responsibility for the wellbeing of animals, including mini beasts.

Pupils should be able to explain some rules for behaviour in wildlife areas.

### Learning outcomes

**All:** Will be able to explain the needs of wild animals and how we can help provide for their needs.

**Most:** Will be able to explain that by being responsible and thoughtful in our behaviour we can help wild animals.

**Some:** Will be able to understand why rules are important for wildlife areas and be able to use this to help other people understand.

### Key words

Five needs      Respect  
Responsible      Wildlife  
Behaviour

### Resources

Animal noises and bingo cards  
Paper  
Coloured pens/pencils  
Materials to make the signposts

Activity	Teacher	Pupil	Time
Starter	<p>Animal noises bingo:</p> <p>Hand out bingo cards and explain to pupils how to play.</p> <p>Play the sounds for bingo.</p>	<p>Pupils listen to the sounds and identify the animal, if they have that animal on their bingo card they cross it off. (Play for a line then a full house)</p>	10 min
Main 1	<p>Tell pupils that they have to list as many British wild animals as they can.</p> <p>Talk to pupils about visiting areas where there may be wildlife and discuss how pupils should behave. Explain that pupils are going to work in pairs to begin with and they have to come up with five rules for visiting a wildlife area.</p>	<p>British wildlife: Pupils work in pairs, they have to list as many British wild animals as they can and more able pupils can think about the habitat they live in too. Pupils feedback to the class with examples.</p> <p>In their pairs pupils decide on five rules about how to behave in wildlife areas and the countryside. After pupils have their five rules they join with another pair and decide on five rules. Pupils now join with another group of 4 and decide on a set of five rules. Groups now feedback to the rest of the class and talk about what their five rules are. The class now decide on their top five rules.</p>	5 min  20 min

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### Notes

It is important that pupils are constantly reminded about the need to show respect for animals and that they are living creatures.

### Scottish Curriculum:

### Welsh Curriculum:

Personal and Social Education:

- Active Citizenship
- Developing communication
- Moral and spiritual development

The People's Dispensary for Sick Animals,  
Whitechapel Way, Priorslee,  
Telford, Shropshire TF2 9PQ.

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Activity	Teacher	Pupil	Time
Main 2	<p>Pupils now have the opportunity to design a signpost to display the top five rules that the class have agreed on.</p> <p><i>If the school has a garden, it could be run as a competition and the winning signpost gets made and used. Or the class could design and make their own signposts as a cross-curricular project.</i></p>	Pupils design their signpost.	30–40 min (can be longer if the time is available or being used as a project)
Plenary	<p>Name game:</p> <p>Explain how the pupils will play the game.</p> <p>Every pupils picks an animal; they have to write a description of their animal including food, habitat, colour etc. One pupil at a time shares their description with the class and the other pupils have to guess what animal they have chosen.</p> <p>OR</p> <p>Pupils can play the yes/no game. Where they get to ask 20 questions that can only be answered with a yes or no, to try and guess the animal.</p>	Pupils choose an animal and write a brief description of it. Describe their animal to the class to see if anyone can guess what their animal is.	10–15 min

### Extension

This can be a cross-curricular project with DT and art.

