CARE · RESPECT
CONSERVE

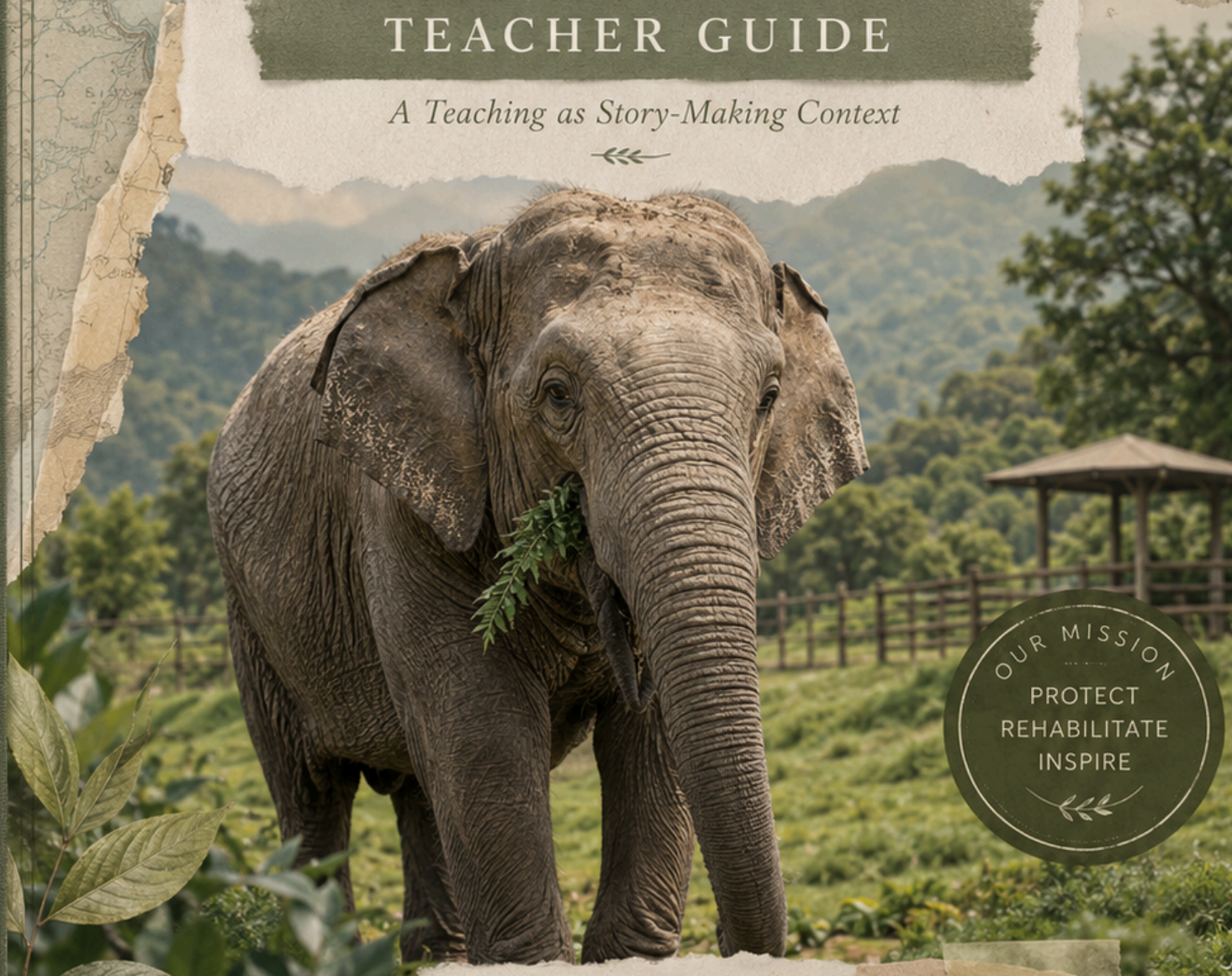
Animal Sanctuary

Compassion
Stewardship
Coexistence

Planning, care and conservation

TEACHER GUIDE

A Teaching as Story-Making Context



OUR MISSION
PROTECT
REHABILITATE
INSPIRE

GREEN RIVER
ANIMAL SANCTUARY

Contents and Context Map

Use this map to locate resources before each session and to navigate between episodes quickly.

Ep.	Title	Main function	Resources	Student outcome
1	**Introduction**	Introduce the context. Students choose animals, draw and label them, explore survive vs thrive, write backstories, and group similar animals.	A5 plain paper; topic books; Slides 3–6	Animal drawings with labels and backstories; animals grouped into enclosures
2	**Building and Mapping the Sanctuary**	Two sessions. Build a 3D or drawn model of the sanctuary, then create maps from photographs.	Model-making resources; 'Other Parts' list (print and cut); A3 paper; Slides 8–11	Sanctuary model; individual or group maps of the sanctuary
3	**The Dishevelled Tiger**	Visit a man keeping a tiger illegally. Examine and treat the animal. Write an incident report.	String strips (10cm, one per student); Slides 14–16	Completed incident report
4	**Transporting an Elephant**	Debate returning an elephant to the wild. Plan and enact the transport. Write a five-step plan.	A4 paper; Slides 18–21	Numbered drawing of transport steps; written five-step plan
5	**The Owner of the Zoo**	Observe and describe a character in role. Read the zoo inspector's letter. Meet Mr Brown (TIR). Prepare questions for Episode 6.	'Animals needing relocation' list (needed at Step 27)	Narrated description; portrait tableau; questions for Mr Brown
6	**The Animals from the Zoo**	Assess the animal list. Decide which animals to accept. Write an email to Mr Brown. Complete a report form.	Animals list (cut out, one per group); highlighter pens; A5 paper	Group decision; email to Mr Brown; animal drawing with care plan; completed report form

Context Overview

In this unit, the students represent a team of park rangers caring for animals in an animal sanctuary. Their responsibilities include looking after the animals, ensuring they are well-fed and safe, maintaining their enclosures, providing medical treatment to injured and sick animals, and, when possible, returning them to the wild.

This unit is written for students between the ages of 5–11. Some adaptations might be needed for younger children.

Before starting this unit, familiarize yourself with the information contained in the 'Teacher's Notes' in the Appendix. There are five main areas of the learning in this unit, which you may need to adapt to the age of the students.

Learning overview

Animal Care and Biology: Understanding the basic needs of animals for survival (food, water, shelter) and what additional conditions allow them to thrive.

Classification and Diversity: Identifying different types of animals and discussing their specific needs and characteristics.

Adaptation and Habitat: Discussing how animals are adapted to their natural habitats and what happens when they lose them.

Human Impact on the Environment: Understanding the reasons animals might end up in a sanctuary, including habitat loss, injury, and illegal trade.

Scientific Inquiry and Observation: Encouraging students to observe and ask questions about the animals' needs, fostering skills in scientific inquiry and critical thinking.

Inquiry questions

What are our responsibilities to preserving and protecting endangered animals and other species?
How can the environment be managed sustainably and why is this important now and in the future?
What should we sacrifice to protect other animals and the planet?
Can animals be returned safely to their natural environment?
What do human beings and other living creatures need to survive and flourish?

EPISODE 1

Introduction

Duration One session (approximately 60–90 minutes)	**Curriculum focus** Science · Language Arts · Art · Social Studies · Collaboration
Resources A stack of A5 plain paper Topic books and animal reference materials Slides 3–6 **Appendix needed:** Episode 1: Reasons animals might be in a sanctuary; Animal classification	**Main student outcome** Animal drawings with labels and survival/thriving notes; short backstory on reverse; animals grouped into shared enclosures

Teaching route

1	Introduce the sanctuary and invite students to choose their animal
2	Develop the context with questions – switch to ‘we’ language to build team identity
3	Students draw and label their animal (topic books available)
4	Survive vs thrive: students add what their animal needs
5	Backstory: students write (or draw) why the animal is in the sanctuary
6	Students categorise the animal using the slide
7	Students form groups by animal type and share stories in their enclosure groups

Keep in view

- Switch to ‘we’ in Step 2 – this is where the fiction begins.
- Differentiate the survive/thrive task for younger students: drawing or marking the animal is a valid response.
- Allow enough time at the end for groups to form and share stories – this is the foundation for Episode 2.
- Younger students can hear a few stories as a whole class rather than in groups.

Summary

The students are introduced to the context and begin its development by discussing caring for animals in a sanctuary, exploring preferences, developing the context with questions, drawing, and labelling the animals, discussing what they need to survive and thrive, writing short stories about the animals’ backgrounds, categorizing the animals, and grouping similar animals together.

Areas of Study

Science: Understanding animal care, habitats, survival needs, and categorization of animals. **Language Arts:** Developing storytelling skills, descriptive writing, and vocabulary. **Art:** Enhancing drawing skills and visual representation of animals. **Social Studies:** Exploring human-animal relationships, conservation, and the role of sanctuaries. **Critical Thinking:** Analysing and solving problems related to animal care and grouping. **Collaboration and Communication:** Working together in groups, sharing ideas, and communicating effectively.

Resources

- A stack of A5 plain paper.
- Topic books, and similar resources, so they have examples of animals and can see what they look like.
- Slides.

Steps

- Sit with the students at the front of the class. **Show Slide 1 - Title Slide**
- Ask, "*What comes to mind when you think of an animal sanctuary?"*
- Discussion. Explain the word sanctuary if necessary.
- Look at **slides 2 and 3. Discuss what they notice.**

Show **Slide 4 - Introduction**

- Say, *"This is the start of a story. A story about an animal sanctuary, the animals, and the people who work there."*
- Ask, *"If you had a job looking after animals in a sanctuary, what kind of animal would you like to look after? The animal can be any kind of animal, from anywhere in the world."* **Slide 5 - The animals**
- Discuss.
- Ask follow up questions that develop the context. For example: ***"Do you think we should have any large animals?"*** *[It's important here to start talking 'inside' the fiction. Notice the switch to* ***'we'*** *as you start to build the team through the language of collaboration.] "Is anyone prepared to feed and care for the tigers?" "Yes. I see. I guess* ***we*** *have to be careful with the big cats. Do you think* ***we'd*** *need any special equipment?"*
- Provide alternatives if necessary. For example: *"I'm guessing not everyone is keen on the big animals. What else would people like to look after? What about pets? Do you think we might also look after small animals in the park, like rabbits or hamsters?"*

Task, *"We have a lot of animals here! It might help if we found out just how many we're dealing with. Could you please grab a piece of paper from the pile and draw the animal or animals it is your job to look after in the sanctuary. You might find the topic books on the tables helpful."*

- As the students draw go round the room looking at their pictures, ask them a question or two about their work. Give support to any that need it.

Task, *"Can I ask everyone to label their pictures with the name of the animal, please."*

Task, *"Can you now draw/write what your animal needs to survive* **Slide 6** *and what it needs to thrive."* **Slide 7** [You might need to differentiate this question for younger students.]

- Discuss the difference between 'survive' and 'thrive' and what this means for some of the animals.

Task: *"On the back of your piece of paper, can you now write a short story about why your animal is in our sanctuary. What happened to it? Where was it? When did it happen?"* **Slide 8** [Adapt to the age of the students. Younger students might draw a picture or put a mark on the animal – a scar, etc. – indicating what has happened to the animal.][1]

Task, *"Take a look at these categories and decide which one your animal fits into. Write that on the front."* **Slide 9**

- *"Please come to the front of the class, bring your picture with you."*

Task: *"Can I ask you now to talk to one another and find other people looking after animals that might belong in the same part of the sanctuary as the animal you are caring for? For example, if you're looking after a horse, you might decide to put it in the same enclosure as a zebra or a giraffe. But you might decide against putting it with a lion!"*

- Give the students time to talk to one another and get into groups.

Task, *"Once you are in your groups, please share the stories of the animals in your enclosure."* [You might do this as a whole class with younger children, hearing just a few of the stories.]

1 *See Appendix – Episode 1: 'Reasons animals might be in a sanctuary'*

EPISODE 2

Building and Mapping the Sanctuary

Duration Two sessions (Session 1: model-making; Session 2: map-drawing)	**Curriculum focus** Science · Geography · Art · Maths (extension)
Resources Model-making resources (construction toys, classroom materials) Printed and cut-out ‘Other Parts of Sanctuary’ list (Appendix) A3 paper and coloured pencils (Session 2) Slides 8–11 **Appendix needed:** Episode 2: What animals need in an enclosure; Other Parts of the Sanctuary (print and cut)	**Main student outcome** A sanctuary model (3D or drawn); individual or group maps of the sanctuary

Teaching route

1	Session 1: groups build enclosures for their animals
2	Talk to groups in role about their enclosures as they work
3	Early finishers choose items from the ‘Other Parts’ list
4	Whole-class discussion around the model – in role where possible
5	Place remaining sanctuary features using the cut-out list
6	Photograph the model and clear away
7	Session 2: discuss Colchester Zoo map (Slide 11)
8	Display photographs; groups draw their maps
9	Review and share maps

Keep in view

- Photograph the model at the end of Session 1 – photographs are needed for Session 2.
- When talking to groups about their enclosures, stay inside the fiction: ask as a colleague, not a teacher.
- The ‘Other Parts’ cut-out list is in the Appendix. Print it before the session.
- Enclosures can be drawn, 3D, or a combination – adapt to resources available.

Summary

This episode happens over two sessions. In the first session, the students create a model of the sanctuary thinking about the needs of the animals and the different buildings. In the second session, they look at photographs of their model and create maps of the sanctuary.

Areas of Study

Science – Animal Biology and Needs: Understanding what animals need to survive and thrive, including habitat requirements, diet, and social behaviours. **Ecology:** Studying the interactions between animals and their environments. **Geography – Map Reading and Creation:** Learning how to read and create maps, including the use of symbols, keys, and spatial awareness. **Art – Model Making:** Developing skills in creating three-dimensional models.

Resources

- Resources for making the model of the sanctuary.
- Print and cut out the list of 'Other Parts of Sanctuary' in the Appendix.
- A3 paper and assorted coloured pencils for drawing maps.

> **Note:** Depending on the age of the students and the resources available, the enclosures and other parts of the sanctuary can be created in various ways: entirely as drawings on large sheets of paper, as a three-dimensional model made from construction toys and other classroom materials, or even a combination of the two.

Steps - Slide 10

Session 1

Say, "Our next job is to decide what kinds of enclosures will suit the animals in our care."

> **Task,** *"Working with the other people in your group, create an enclosure for the animals you are responsible for. Don't forget to provide everything the animals need to survive* ***Slide 11*** *and what they need to thrive."* *Slide 12 - share these slides as needed*[2]

- Go round and talk to the different groups as they work. Ask them questions about their enclosure as if they are real. For example: *"Hello, do you mind if I ask you a question or two about your enclosure? What kinds of animals live here? Do you need to make any special allowances for them? Where do they sleep at night? How do you feed them?"*
- In anticipation of some students finishing before others, put up a list of other parts of the sanctuary on the board. Ask those students who finish early to choose something from the list they would like to add.[3] **[Slide 14]**
- Gather the students together around the sanctuary and discuss some of their choices as if the sanctuary is real. For example, *"Could we ask the people working in the*

elephant sanctuary, do you feel the elephants have enough room to exercise? Is there any part of the enclosure that needs developing?"

- Using the cut-out list of the 'Other Parts of the Sanctuary,' say, *"I have a list here of other parts of the sanctuary. I wonder where they should go?"* Go through each one, one at a time, and discuss with the students where they should go. For example, *"I have the 'main entrance' here. Where should that go?"* Decide and add it to the map. And so on.
- Once the model is finished, take photographs and clear away.

Session 2

- Hand out the sheets of A3 paper and the coloured pencils.
- Say, *"After creating a model of the sanctuary, our next job is to make a map. In a moment we can look at the photographs of our model, but first I thought you'd like to look at how another place looking after animals has done it."*
- Display the sanctuary site **Slide 15** Discuss the different parts of the map – the use of images, words, symbols, keys, photographs, etc.
- Display the photographs of the model of the sanctuary you took at the end of the last session.

Task, ask the students, working in groups to create their own maps. Show them an example - **Slide 16**

- Review at various times and offer suggestions.
- Share maps in groups and discuss their various choices.

2 *See Appendix: Episode 2 – 'What animals need in an enclosure'*

3 *See Appendix: Episode 2: 'Other parts of the Sanctuary'*

Additional Activities

The following activities extend learning from Episode 2. They are not part of the main teaching sequence.

- **Spatial Awareness:** Understanding and applying concepts of space, scale, and proportion in both model making and map drawing.
- **Measurement:** Using measurements to ensure enclosures are appropriately sized for the animals.
- **Animal Fact Sheet:** Create a fact sheet for the animal you are responsible for. See Appendix: Episode 2 – 'Animal Fact Sheet'.

EPISODE 3

The Dishevelled Tiger

Duration One session (approximately 60–90 minutes)	**Curriculum focus** Speaking and listening · Science · PSHE: ethics, animal welfare · Writing: incident report
Resources A ball of string cut into 10cm strips, one per student Slides 14–16 **Appendix needed:** Episode 3: Animal Fact Sheet; Incident Report Form	**Main student outcome** A completed incident report for the tiger

Teaching route

1	Introduce the hotline call and describe the situation
2	Travel to the house; the team arrive at the gate
3	TIR: negotiation with the owner
4	Enter the garden; observe the tiger (Slide 15)
5	Collective medical examination using string
6	Write the incident report

Keep in view

- Before TIR, ask students how difficult they want the scenario to be.
- The owner is not a villain: he is out of his depth and worried. Keep TIR grounded.
- The examination is whole-class and collective – students do not need to move.
- You can adapt the animal to a dog or donkey for a more realistic scenario.

Summary

In this episode, the rangers are contacted by a concerned person who has seen her neighbour has tied up a tiger in his back garden. The team visits the house of the man with the tiger and asks to see if the animal is being properly looked after. At first, the man is reluctant to let them in but finally concedes. The team discovers the tiger is tied to a tree and looks badly cared for.

Areas of Study

Practising speaking skills through role-play and discussions; learning about the medical examination and treatment of animals; examining the ethical considerations and responsibilities of keeping exotic animals as pets; problem-solving: addressing challenges

presented in the scenario and deciding on appropriate actions; understanding the importance of proper care and treatment of animals; writing an incident report.

Resources

- A ball of string cut up into 10cm strips, one for each student.
- Slides.

> **Note:** This episode can be adapted to the age of the students. You might want the animal to be a dog or a donkey if you prefer the scenario to be more realistic.

Steps - Slide 20

- Gather the students together at the front of the class.

> **Narrate,** *"In the team's office there is a 'hotline' for people to contact the sanctuary if they have concerns about an animal. It is a telephone number on the sanctuary website that goes directly to the team's animal welfare department."* **Slide 21**

- Say, *"This morning we've had a very concerning call from someone who says their neighbour has a tiger tied up to a tree in their back garden. They say that their neighbour is quite an eccentric (unusual) man and likes to keep exotic pets."*
- Say, *"I don't know about the rest of you but I think we should take a visit and find out what's going on. I have the address here."*
- Ask the students to stand up and gather together.

> **Narrate,** *"The team jump into their van and drive to the address. When they arrive, they find a high gate and a wall.* **Slide 22** *Through the bars of the gate they can see a driveway and a large house. There is an intercom on the wall beside the gate."*

- Ask, *"How should we go about this? We don't want to make him angry."* Discuss.

> **Note:** The man is quite defensive. He likes exotic animals and has a number of parrots and snakes. He bought the tiger as a cub and it was fine while the tiger was young, but as it grew larger, it became more difficult to manage, so he tied it to a tree. He doesn't mean it harm, but he's out of his depth and worried about getting into trouble.

- *"Okay, let's see what happens. Let's press the buzzer."* Enact pressing the buzzer.

> **Teacher-in-role [TIR] as the owner,** *"Who's there?"*

- Give the students the chance to reply. Come out of role if they need support.
- Out of role, ask, *"How difficult do you want this to be? We can make it really difficult if you like, or not so hard if you prefer?"* [A quick way to get a general view is to ask the students to put their hands up and move them far apart if they want it to be difficult and closer together if they want it to be easier.]

> **TIR,** *"What do you want?"*

- Enter into a conversation with the students, allow them the opportunity to explain why they are here and how they know about the tiger. The man is going to be defensive but will eventually allow the team through the gate. For example, *"I don't understand why you are involved. I've had the tiger since it was a cub." "I bought it from a trader, I've got all the paperwork." "It's fine, I've got it tied to a tree for safety reasons." "You want to see it. Why?" "Okay, I'll let you in."*

Garden

Narrate, *"The gate opens and the team drive in, parking outside the doors to the house. The man comes out to meet them, he looks disheveled."* **Slide 23**

- Ask, *"What do you notice about this man?"* Discuss. Don't allow the students to be silly or rude. Remind them, *"We're not doing this for laughs. Is there anything useful we can learn from looking at this man?"* [The purpose of this is to explore the notion of show, not tell.]
- Give the students/rangers the opportunity to ask further questions. The man is guarded but not unfriendly, he looks more tired than angry.

Narrate, *"The man leads the team through a gate on the side of the house into a garden. The garden is large and badly kept, with weeds growing on the margins and uncut grass. In the garden is a tree, and underneath the tree is a tiger, tied with a chain."* **Slide 24**

- Ask, *"What do you notice?"* Discuss the condition of the tiger. Ask about the tiger's eyes and fur.
- Ask, *"What should we do?"* Discussion.
- Depending on the students/rangers' answers, narrate. For example, *"The rangers carefully sedated the tiger using a dart. They waited for it to go to sleep and then untied it from its chains. They called for the animal ambulance and took it back to the sanctuary for closer examination."*

Examination

- Ask the students to sit in a circle.
- Give them each a short piece of string (about 10cm long).

Narrate, *"The Team takes the tiger back to the sanctuary. There they have a medical examination room."*

Task, *"Let's have a look at this tiger. Can I ask you to create the outline of the tiger using these bits of string."* [Give the students time to work together, offer support if needed.]

- Sit back in the circle with the outline of the tiger in the middle. Ask the students to sit on their knees.**Slide 26**
- Say, *"As you can see, the tiger is in a very bad way. It's undernourished and has several nasty-looking sores, both where the chains have rubbed and where it has gnawed at its own fur. Let's start by cleaning it up."*

- Enact cleaning the tiger and trimming its fur. Do this together, where all the students are involved. There is no reason for them to move from where they are, just imagine they are all working together on the same task.
- Lead the process. For example, *"Right, let's start by washing the fur."* Enact using a wet sponge to wash the fur. *"Oh, there is a nasty clump here, we're going to need to cut that away. Take your scissors out of your bag and carefully cut away that clump of twisted fur. Drop it in the bin." "That's better, now we can see the wounds. This one looks quite nasty; I think it's going to need a few stitches. Take the needle and thread out of your bag..."* Etc.
- Once this part of the sequence is over, finish with a narration. For example, *"The team finished by placing the sedated tiger in the 'Rest and Recuperation' area of the park, giving it time to sleep and overcome its ordeal."*

Report

- Say, *"We're going to need to write up a report for this incident. Where we found the tiger, what kind of condition it was in, and what actions we took* **Slide 26**.*"*[4]

4 *See Appendix – Episode 3: Incident Report Form*

EPISODE 4

Transporting an Elephant

Duration One session (approximately 60–90 minutes)	**Curriculum focus** Speaking and listening · Writing: instructional writing · Art · Geography · Science
Resources A4 paper and pencils Slides 18–21 **Appendix needed:** Episode 4: Pros and Cons of Returning an African Elephant to the Wild	**Main student outcome** A numbered drawing of transport steps; a written five-step plan using sequencing vocabulary

Teaching route

1	Introduce the elephant through physical representation
2	Rangers care for the elephant in groups (still image)
3	Discuss: should she be returned to the wild?
4	Pros and cons (Slide 19 / Appendix)
5	Students plan the transport – draw first, then number the steps
6	Introduce sequencing vocabulary (Slide 21)
7	Groups enact the five steps before writing
8	Students write the five-step plan

Keep in view

- The physical representation is not pantomime – keep it grounded. Address giggling directly.
- Introduce the sequencing vocabulary before writing begins.
- Ask students to enact the five steps before writing: the physical sequence supports the plan.
- Adapt the animal and scenario for the age of your group.

Summary

The team consider transporting an elephant back to Africa. They discuss the implications and create a plan for the animal's transportation. The animal is released back into the wild.

Areas of Study

Speaking and listening: discussion, problem solving, ethical considerations. **Writing:** creating a plan for transporting the elephant. **Art:** drawing the elephant and the

transporter. **Geography:** looking at a climate map of Africa. **Science:** animal behaviour, biology.

Resources

- A4 paper for drawing.
- Slides.

> **Note:** Adapt this sequence for the age of the students and change the animal if required.

Steps - Slide 28

- Ask the students to sit in a circle.

> **Narrate,** *"Among the elephants at the sanctuary was a fully grown adult who had been rescued from a zoo that had been caught in a war zone. When the elephant first arrived it was traumatised."* **Slide 29**

- *"I'll show you."* Stand up and represent the elephant. The elephant has its head down, staring at the floor, and walks slowly dragging its foot. [This is not a pantomime, so don't *pretend* to be an elephant. Don't worry if the students giggle, just say, 'Oh, I'm not doing it to make you laugh. This is an elephant who has been through a terrible ordeal.']
- Stop and say, *"We're looking at a short piece of film taken at the time."*
- Ask, *"Is there anything there that causes you concern? I'll do it again."*
- Repeat the action.
- Discuss with the students what they saw and what might it mean.
- Say, *"So, as the rangers at the time, what would you suggest we do to help the elephant overcome its experiences?"* Discussion.
- Ask the students to stand.
- *"Let's see what that looked like. Can I ask you to get into small groups, with one of you representing the elephant and the others being the rangers looking after her? They might be giving her food, they might be giving her a wash, or they might be trimming her nails. We will do this as if it is a series of photographs. Ready? 3-2-1."* Ask the students to hold it still for a moment.

> **Narrate,** *"Over many months, the rangers cared for and tended to the elephant, and gradually she got better. She lost her limp, lifted her head, and made friends with the other elephants."*

- *"Here she is now, "* **Slide 30** *"healthy and well. My question is, should we send her back to the wild? Back to where her kind come from, the Savannah of Africa."*
- Discuss with the students. Consider the pros and cons. Look at **Slide 31**. [See the Appendix: Episode 4 – 'Pros and Cons'] **Slide 32**

Transport

> Assuming the students/rangers decide to relocate the elephant.

- Say, *"Well, it's not going to be easy transporting her. We're going to have to have a plan. We're going to need a lot of equipment and vehicles. What do you think is the best way to transport an elephant? How can she be moved safely? How can we reduce the stress?"* Discussion. **Slide 33**

Task, *"Why don't we start with a picture – a drawing of the team at work moving the elephant. I've put some paper and pencils out on the tables ready for you to start."*

- This picture might help you. Show students **Slide 34**
- After a while, ask, *"Can you please start numbering your picture in the order things will get done. You might need to draw some more steps."*
- Introduce this vocabulary: **first, then, afterwards, next, finally.** *"I'll put up on the board some words you'll find useful at this stage."* **Slide 35**
- Before the students start writing, ask them to enact the five steps working together in small groups: *"Can I ask you all to stand. Let's work out what we're going to do before we start writing. There are five steps. The first step is going to be getting the elephant on the transporter. Working together can you make a short piece of film showing that happening."*
- Repeat for the other steps.

Task, *"Okay, please return to your work and write down your plan using the five steps."*

Additional Activities

The following activities extend learning from Episode 4. They are not part of the main teaching sequence.

- **Volume and Capacity:** Students calculate the volume of the animal carrier needed to transport the elephant.
- **Distance and Travel Time:** Students calculate the distance from the sanctuary to the animal reserve in Kenya and estimate the travel time.
- **Weight and Load Distribution:** Students calculate the weight of the elephant and how it affects load distribution in the transporter.
- **Feeding Schedule:** Students create a feeding schedule for the elephant during transport.
- **Scaling and Map Reading:** Students use a map to trace the route from the sanctuary to the animal reserve.
- **Biodiversity Exploration:** Students explore the biodiversity of African ecosystems, particularly those in Kenya.

EPISODE 5

The Owner of the Zoo

Duration One session (approximately 60–90 minutes)	**Curriculum focus** Drama: observation, inference, show not tell, TIR · Language Arts · PSHE: empathy, ethical response
Resources 'Animals needing relocation' list (needed at Step 27) **Appendix needed:** Episode 5: Animals needing relocation table	**Main student outcome** Narrated character description; portrait tableau; prepared questions; encounter with Mr Brown (TIR)

Teaching route

1	Chair observation: teacher acts; students watch and describe actions
2	Narrate the students' descriptions
3	Read the zoo inspector's letter aloud
4	Discuss; describe Mr Brown's desk
5	Portrait tableau of the founder
6	Students prepare questions for Mr Brown
7	TIR as Mr Brown: students ask questions
8	Close: Mr Brown will send the full animal list by email

Keep in view

- In early observation stages, redirect toward physical actions – away from naming feelings.
- Stand up without announcement when you need to step out of role.
- Mr Brown is ashamed and overwhelmed, not angry or hostile. Keep TIR emotionally truthful.
- Have the 'Animals needing relocation' list ready before TIR begins.

Summary

In this episode, the students encounter the teacher-in-role (TIR) as the owner of a zoo receiving some bad news.

Areas of Study

Observation, description, learning more about 'show, not tell', inference, empathy, story-making.

Resources

- Print out a copy of the ‘Animals needing relocation’ list. Needed for Step 27.

Steps

- Bring the students together at the front of the class, sitting in rows on chairs. Set a chair in front of them.
- Say, *“When I sit in this chair, I’m going to be someone in our story, someone you haven’t met before. All I ask is that you watch and see what you notice.”*
- Sit in the chair and look nervous – bite your knuckle and look like you are staring at something on a desk in front of you.
- Stand up and ask, *“What did you notice?”* Ask the students to concentrate on what the person was doing rather than their feelings or what’s happening in the story – that will come. [The idea is to develop the students’ observation skills and their language of description.]
- Narrate their ideas. For example, *“The person sat on their chair staring at something in front of them, nervously biting their knuckles.”*
- Say, *“Let’s see what happens next.”*
- Sit back on the chair, repeat the first action, then reach out and pick up an imaginary envelope. Stare at the address, blow out your cheeks, then enact opening the envelope. Start reading the letter. When you get to the end, put your head in your hand and stare at the floor.
- Stand up and ask, *“What did you see?”*
- Discuss the actions, again emphasise ‘show, not tell’. If the students say, ‘It’s bad news!’ ask how they know. For example, ‘The man put his head in his hand and stared at the floor.’
- Say, *“Let me tell you a bit more about this person. They are the owner of a small zoo, one that has struggled in recent years and, as you guessed, this is bad news.”*
- Ask, *“What do you think the letter says?”* **Slide 37**
- Read:

Dear Mr. Brown,

We regret to inform you that following our recent and final inspection of your zoo, we have determined that it does not meet the necessary standards to remain open.

Despite previous communications and suggestions for improvements, several critical issues remain unresolved. These include inadequate animal enclosures, insufficient veterinary care, and failure to meet basic health and safety standards for both animals and visitors.

Given the seriousness of these issues and the lack of significant progress, we have no choice but to revoke your operating license. As a result, your zoo will be required to close within the next three weeks. This closure period will allow for the safe relocation of the animals.

We understand that this news is disappointing and challenging. However, our primary responsibility is to ensure the welfare of the animals and the safety of the public.

Sincerely,

Jane Smith

Senior Inspector

- Discuss the contents of the letter. *"What do you make of that?"*
- Say, *"I don't suppose this is how he saw things coming to an end. What do you think his desk looks like?"*
- Discuss the objects of his desk and how they are arranged.
- Narrate the students' suggestions. For example, *"Mr. Brown sat at his desk, head in his hands. The desk was littered with papers, piled up into small mountains of bills and letters. Old cups of coffee, left partially drunk, and a photograph of happier times – Mr. Brown with his family by a lake."* **Slide 38**
- Say, *"Behind his chair, hanging on the wall, is a portrait. It's a portrait of his father – the founder of the zoo. I wonder what it looks like?"*

Task, *"Let's have a look. Could I ask you all to stand for a moment. Have a conversation with the person next to you about how the founder is portrayed."*

Task, *"Now, one or both of you get ready to be in the painting. Ready? 3-2-1."*

Narrate, *"Behind the owner of the zoo is a portrait of his father, the founder. Looking down on him, looking down on what he has become and what has become of his zoo."*

- *"Please return to your chairs."* **Slide 39**

Narrate, *"Mr Brown was devastated by the news. He had feared it was coming, and now it was here. He contacted all the people he knew – all the zoos, all the animal sanctuaries – in the hope he could find homes for all his animals before the deadline."*

- Say, *"We were one of the first he contacted. Asking us to come to his office and discuss how we might be able to help."*
- Continue, *"Let's imagine we are meeting Mr Brown in his office. Turn to the person next to you and come up with a question you would like to ask him."*

Note: Mr. Brown is ashamed of what's happened. Visitor numbers started to drop off a few years ago and haven't recovered. With the lack of money, he's not been able to keep up with the repair and maintenance of the zoo. Despite his best efforts, the enclosures have deteriorated, and the animals are not receiving the care they need. He feels overwhelmed and helpless, knowing that he has let down the animals he vowed to protect. Now, with the closure of the zoo imminent, he is desperate to find new homes for them, hoping that other zoos and sanctuaries can provide the care and environment they deserve.

- Sit on the chair at the front of the class.

Teacher-in-role as Mr Brown, *"Thank you all for coming. I'm sorry this has happened in such a rush. I hope you can help. I expect you have lots of questions."* **Slide 40**

- Answer the students/rangers' questions as best you can. Refer to the 'Animals Needing Relocation' list.
- Stand up if you need to talk to the students directly outside the fiction.
- Finish by saying, *"Thank you all for coming. As you know there is a deadline. Please let me know as soon as you can how many animals you are prepared to take, I'll send you the full list by email."*

5 *See Appendix: Episode 5 – 'Animals needing relocation' list*

EPISODE 6

The Animals from the Zoo

Duration One session (approximately 60–90 minutes)	**Curriculum focus** Literacy: email and report writing · Maths/Science: data handling, decision-making · PSHE: ethics, care and responsibility
Resources 'Animals needing relocation' list (cut out, one copy per group) Highlighter pens A5 paper (Step 9) **Appendix needed:** Episode 5: Animals needing relocation (cut-out copies needed) Episode 6: Animal Relocation and Treatment Report Form	**Main student outcome** Group decision on animal relocation; email to Mr Brown; animal drawing with care plan; completed report form

Teaching route

1	Groups assess the animal list and highlight key information
2	Whole-class discussion: how many animals can we take?
3	Students write individual emails to Mr Brown
4	Students draw one arriving animal; write problems and treatment plan on the back
5	Groups work together to help the animals
6	Complete the report form

Keep in view

- Groups should be the same enclosure groups from Episode 2.
- The email should reflect the group's decision – different groups may decide differently.
- This is the final episode of the main sequence. Further Activities follow the steps.

Summary

In this episode, the students assess the animals in the zoo and decide which ones they can relocate to the sanctuary.

Areas of Study

Studying data, making decisions, writing an email and a report.

Resources

- 'Animals needing relocation' list – edit and adapt as necessary. Print and cut out several lists for students to work on in small groups.
- Highlighter pens, enough for one per group.
- A5 piece of paper for Step 9.

Steps Slide 41

- Gather the students together at the front of the class.
- Say, *"So, here we are. Today's task is to look at the list of animals at Mr. Brown's Zoo and see how many, if any, we can relocate to our sanctuary. You all know your own enclosures, so take a look at the list. Organise it in any way you think appropriate and highlight those things you think are most important. Once we've done that, we can start thinking about whether we have the space and the resources to take some, if not all, of the animals."* **Slides 42 & 43**
- Send the students off in their groups (the ones they were in when they created the enclosures). Give each group a copy of the list (cut out) and a highlighter pen.
- Support the class as they work. Talk to them about the decisions they are making.
- Come back together at the front of the class.
- Say, *"What are your views?"* Discussion.
- Ask each group how many animals they can take from the list. Tick off the animals.
- Say, *"Let's write back to Mr Brown and let him know our decision."*

Task, each student writes an email to Mr Brown telling him about their group's decision and why they have made that choice.
Task, *"Could I ask each of you to draw one of the animals coming from Mr. Brown's Zoo that you will be responsible for."*
Task, *"Once you have drawn the picture, write on the back what problems the animal has and what you are going to do to help them with their problems."*
Task, *"Working in groups, please get to work helping the animals. I expect many of them will need injections, some will need medical care, all will need feeding and watering, and all will need tender treatment and care."*
Task, *"We'll need to fill in a report form."* [See Appendix: Episode 6 'Report Form'][6]

6 *See Appendix: Episode 6 – Animal Relocation and Treatment Report Form*

Further Activities Slides 44 & 45

After finishing this last episode you can continue to develop this unit by using some of the following scenarios. Each can be used as a starting point for a new mini-sequence of work.

Twenty Scenarios That Could Happen at an Animal Sanctuary

- **Injured Animal Rescue:**
  The team receives a call about an injured deer found near a highway. They must safely capture and transport the animal back to the sanctuary for treatment.
- **Escape of an Animal:**
  A monkey escapes from its enclosure, and the team must work together to find and safely return it without causing stress to the animal or danger to the visitors.
- **New Animal Arrival:**
  The sanctuary receives a new rescued animal, such as a bear cub orphaned in the wild. The team needs to create an appropriate enclosure and develop a care plan.
- **Natural Disaster Response:**
  A severe storm damages several enclosures. The team must quickly repair the structures and ensure all animals are safe and secure.
- **Health Check-Ups:**
  Regular health check-ups are scheduled for the animals. The team must conduct thorough examinations, administer vaccines, and update medical records.
- **Visitor Education Program:**
  The sanctuary hosts an educational programme for school children. The team prepares interactive presentations and guided tours to teach about animal conservation.
- **Behavioural Issues:**
  One of the tigers is exhibiting signs of stress and aggression. The team must identify the cause and implement enrichment activities to improve its well-being.
- **Feeding Routine Disruption:**
  A delivery of essential food supplies is delayed. The team must improvise and ensure all animals receive adequate nutrition until the delivery arrives.
- **Volunteer Training:**
  New volunteers join the sanctuary. The team conducts a comprehensive training programme, covering animal handling, safety protocols, and daily responsibilities.
- **Breeding Programme:**
  The sanctuary participates in a breeding programme for an endangered species. The team must monitor the animals closely, provide appropriate care, and manage the breeding process.
- **Animal Quarantine:**
  A recently rescued animal shows signs of illness. The team must quarantine the animal and conduct tests to diagnose and treat the condition, preventing the spread to other animals.
- **Animal Enrichment Project:**
  The team designs and implements a new enrichment project for the primates, involving puzzle feeders and interactive toys to stimulate their mental and physical well-being.
- **Conflict Resolution:**
  Two animals in the same enclosure begin to show signs of aggression towards each other. The team must decide whether to separate them or find ways to mediate the conflict.
- **Public Outreach Event:**
  The sanctuary organizes a public outreach event to raise awareness about animal conservation. The team plans activities, sets up information stalls, and engages with the community.
- **Water Source Contamination:**
  The main water source for the sanctuary becomes contaminated. The team must find alternative water supplies and work to clean up the contamination.
- **Animal Release Programme:**
  The team prepares a group of rehabilitated animals for release back into the wild. They must assess each animal's readiness and plan the release logistics.
- **Emergency Veterinary Care:**
  A large animal, such as a rhino, requires emergency surgery. The team must coordinate with veterinary specialists and prepare the necessary equipment and facilities.

- **Habitat Restoration:**
  A section of the sanctuary's natural habitat has been damaged by erosion. The team needs to plan and execute a restoration project, including planting native vegetation and stabilizing the soil.
- **Financial Crisis:**
  The sanctuary faces a severe financial crisis due to unexpected expenses. The team must brainstorm and implement fundraising strategies to secure the necessary funds.
- **Invasive Species Control:**
  An invasive plant species is spreading throughout the sanctuary, threatening native vegetation and the animals' habitats. The team must develop and execute a control plan.

Appendix

All appendix materials are listed below in episode order. Print the relevant sections before each session.

Appendix Contents

Episode 1 – Reasons animals might be in a sanctuary
Episode 1 – Animal classification and characteristics
Episode 2 – What animals need in an enclosure
Episode 2 – Other Parts of the Sanctuary (list and cut-out table)
Episode 3 – Animal Fact Sheet
Episode 3 – Incident Report Form
Episode 4 – Pros and Cons of Returning an African Elephant to the Wild
Episode 5 – Animals needing relocation
Episode 6 – Animal Relocation and Treatment Report Form

Teacher's Notes

Episode 1 – Reasons animals might be in a sanctuary

Animals might be in an animal sanctuary for a variety of reasons, including:

- **Injury or Illness:** Animals that are injured or ill and cannot survive in the wild without medical treatment and care.
- **Abandonment or Neglect:** Pets or exotic animals abandoned by their owners or rescued from situations of neglect or abuse.
- **Illegal Wildlife Trade:** Animals rescued from illegal wildlife trade and trafficking operations.
- **Habitat Loss:** Animals displaced due to habitat destruction from deforestation, urbanization, or natural disasters.
- **Captivity:** Animals that have been kept in captivity, such as those from circuses, zoos, or private collections, and cannot be safely released into the wild.
- **Conservation:** Endangered species that need protection and breeding programmes to increase their population numbers.
- **Orphaned Young:** Young animals that have lost their parents and need care until they can survive on their own.
- **Behavioural Issues:** Animals with behavioural problems that make it difficult for them to live in the wild or be adopted as pets.
- **Research Animals:** Animals retired from medical or scientific research programmes.
- **Exotic Pets:** Non-native species that have been kept as pets and either escaped or were released and cannot be integrated back into their natural habitats.

Five reasons for habitat loss

- **Deforestation:** Large-scale clearing of forests for agriculture, logging, or urban development, destroying the natural habitats of many species.

- **Urbanization:** Expansion of cities and towns into previously wild areas, leading to the displacement of wildlife.
- **Agricultural Expansion:** Conversion of natural habitats into farmland for crops and livestock, reducing the available space for wild animals.
- **Climate Change:** Changes in climate patterns that alter or destroy habitats, such as melting polar ice, shifting weather patterns, and rising sea levels.
- **Natural Disasters:** Events such as wildfires, hurricanes, floods, and earthquakes that can devastate natural habitats and displace wildlife.

Episode 1 – Animal classification and characteristics

- **Mammals:** Warm-blooded. Have hair or fur. Female mammals have mammary glands that produce milk. Most give birth to live young.
- **Birds:** Have feathers; warm-blooded. Have a beak or bill with no teeth. Lay hard-shelled eggs. Many have hollow bones to aid flight.
- **Reptiles:** Cold-blooded. Have dry, scaly skin. Most lay eggs with leathery shells. Breathe air through lungs.
- **Amphibians:** Cold-blooded. Have moist, permeable skin. Undergo metamorphosis from aquatic larval stage to more terrestrial adult. Most lay eggs in water.
- **Fish:** Cold-blooded. Most have scales. Breathe through gills. Have fins for movement and a lateral line system for detecting pressure changes.
- **Arachnids:** Two body segments (cephalothorax and abdomen). Eight legs. No antennae or wings. Most have simple eyes.
- **Insects:** Three body segments (head, thorax, abdomen). Six legs, all attached to the thorax. One pair of antennae. Compound eyes. Most adults have wings.

Episode 2 – What animals need in an enclosure

To Survive

- **Food:** Appropriate diet tailored to the species.
- **Water:** Clean and accessible drinking water at all times.
- **Shelter:** Safe and secure places to rest, sleep, and hide.
- **Space:** Adequate room to move around, exercise, and perform natural behaviours.
- **Temperature Control:** Proper heating or cooling to maintain a comfortable environment.
- **Ventilation:** Good air circulation to provide fresh air.
- **Safety:** Enclosures free from hazards, with secure fencing or barriers.

To Thrive

- **Enrichment:** Toys, puzzles, and activities that stimulate mental and physical engagement.
- **Social Interaction:** Opportunities to interact with other animals of the same species, if they are social animals.

- **Natural Habitat Features:** Elements like trees, rocks, water features, and plants that mimic their natural environment.
- **Exercise Opportunities:** Space and structures that encourage climbing, running, swimming, or other species-specific activities.
- **Health Care:** Regular veterinary check-ups, vaccinations, and medical care as needed.
- **Clean Environment:** Regular cleaning and maintenance to ensure a hygienic living space.
- **Privacy:** Areas where animals can retreat and be alone if they choose.
- **Breeding Opportunities:** Where appropriate, conditions that support breeding.
- **Diet Variety:** Access to a variety of foods to prevent nutritional deficiencies and boredom.

Episode 2 – Other Parts of the Sanctuary

The list below can be read aloud and discussed as a class to decide where each part should be located. The cut-out table below is for classroom use.

- **Veterinary Clinic:** For medical treatment and check-ups.
- **Feeding Station:** Where food is prepared and distributed.
- **Quarantine Area:** For new or sick animals to be monitored separately.
- **Visitor Centre:** Educational space for visitors to learn about the animals and the sanctuary's mission.
- **Staff Offices:** Workspaces for sanctuary staff and volunteers.
- **Storage Facilities:** For food, medical supplies, and maintenance equipment.
- **Education Centre:** Classrooms or interactive exhibits for educational programmes and workshops.
- **Rehabilitation Area:** Space for injured animals to recover before being released.
- **Play Areas:** Enrichment zones with toys and activities for animals to engage with.
- **Water Sources:** Ponds, streams, or artificial water features for drinking and bathing.
- **Observation Decks:** Platforms for visitors and staff to safely observe animals.
- **Gardens and Landscaping:** Areas with native plants to support local wildlife and create a natural environment.
- **Waste Management:** Facilities for managing animal waste and recycling.
- **Pathways and Trails:** Routes for staff and visitors to navigate the sanctuary.
- **Living Quarters:** Accommodation for staff or volunteers who stay on-site.

Vehicles Used in the Sanctuary

- **All-Terrain Vehicles (ATVs):** For quick navigation across various terrains within the sanctuary.
- **Utility Trucks:** For transporting food, supplies, and equipment.
- **Ambulance Vans:** For transporting injured or sick animals to the veterinary clinic.
- **Tractors:** For heavy-duty tasks such as landscaping or carrying heavy loads.
- **Electric Buggies:** Eco-friendly vehicles for staff and volunteers to use within the sanctuary.

- **Water Tankers:** For supplying water to different parts of the sanctuary.
- **Transport Trailers:** For safely moving animals between enclosures or to the quarantine area.
- **Maintenance Vehicles:** Equipped with tools and materials for repairs and upkeep.
- **Emergency Response Vehicles:** For quick access to any part of the sanctuary in emergencies.
- **Bicycles:** For quick and easy transport within the sanctuary.

> Cut-out table: print and cut out for classroom use. Each label can be placed on the model or map during the whole-class discussion.

Area	Area	Area
Main Entrance	Garages	Animal Graveyard
Visitor Centre	Car Park	Food Storage Facilities
Animal Hospital	Electricity Charging Points	Rehabilitation Area
Quarantine Area	Pathways	Education Centre
Staff Offices	Animal Ambulance Station	Water Sources
First Aid Stations	Waste Management Area	Equipment Store

Episode 3 – Animal Fact Sheet

Animal Name: _____

Classification – Class: _____

Physical Characteristics

Size: _____

Weight: _____

Colour/Pattern: _____

Distinctive Features: _____

Habitat

Natural Habitat: _____

Geographic Range: _____

Climate: _____

Diet

Primary Food: _____

Behaviour

Activity (Diurnal/Nocturnal): _____

Social Structure: _____

Reproduction: _____

Conservation Status

Status (e.g., Endangered): _____

Threats: _____

Additional Facts

_____

Episode 3 – Incident Report Form

Incident Details

Date of Incident: _____

Location of Incident: _____

Animal Details

Animal Species: _____

Condition of Animal: _____

Description of Injuries: _____

Behaviour of Animal: _____

Description of Incident

Please provide a detailed description of the incident:

_____

_____

_____

Actions Taken

Immediate Actions Taken: _____

Follow-Up Actions Required: _____

Additional Notes

_____

Episode 4 – Pros and Cons of Returning an African Elephant to the Wild

Pros

- **Natural Habitat:** The elephant will be back in its natural environment, better suited to its physical and behavioural needs.
- **Genetic Diversity:** Reintroducing elephants can help maintain or increase genetic diversity in wild populations.
- **Conservation Efforts:** Successful reintroduction programmes boost conservation and highlight the importance of protecting natural habitats.
- **Ecological Balance:** Elephants play a crucial role in their ecosystems, including seed dispersal and landscape modification.

- **Natural Behaviours:** The elephant can exhibit its full range of natural behaviours, including social interactions, foraging, and migration.
- **Freedom:** The elephant will have freedom to roam large areas, which is more stimulating and enriching than captivity.
- **Reduced Costs:** Releasing the elephant into the wild reduces the costs associated with long-term care in captivity.

Cons

- **Survival Skills:** The elephant may lack essential survival skills if it has been in captivity for a long time, making it vulnerable.
- **Health Risks:** The elephant might face health risks in the wild, including diseases, injuries, and lack of medical care.
- **Human-Wildlife Conflict:** Returning elephants to the wild can lead to conflicts with local human populations.
- **Habitat Loss:** The wild habitat may not be as safe or extensive as it once was due to ongoing habitat loss and fragmentation.
- **Poaching:** The risk of poaching remains high in many areas, and the elephant could become a target for ivory hunters.
- **Adaptation Challenges:** The elephant may struggle to adapt to the wild, especially if it has become accustomed to human care.
- **Resource Competition:** The reintroduced elephant may face competition for resources from established wild populations.

Episode 5 – Animals needing relocation

> This table can be printed and cut out for groups to use in Episodes 5 and 6. Edit and adapt the list as necessary before printing.

Animal	No.	Condition
African Elephant	2	One has a limp from an old injury, the other is underweight.
Bengal Tiger	1	Showing signs of malnutrition and stress.
Giraffe	3	One has a neck injury, two are in good health but underweight.
Chimpanzee	5	Two have behavioural issues, three are healthy but need better social environments.
Hippopotamus	1	Suffering from an untreated skin infection.
African Lion	2	One has dental problems, the other is underweight.
Zebra	4	Two have leg injuries, all are undernourished.

Giant Tortoise	3	One has a cracked shell, two are in relatively good health.
Kangaroo	6	Three have joeys, two adults have minor injuries, one is malnourished.
Red Panda	2	Both have eye infections and are underweight.
Snow Leopard	1	Showing signs of arthritis and malnutrition.
Ring-Tailed Lemur	4	Two have dental issues, all are stressed.
Grizzly Bear	1	Overweight and showing signs of depression.
Flamingo	10	Several have feather loss, all need better habitat conditions.
Penguin	8	Some have foot sores, all need improved diet.
Cheetah	2	One has a leg injury, both are underweight.
Orangutan	3	One has a respiratory issue, two need more social interaction.
Rhinoceros	1	Suffering from a horn injury and is underweight.
Koala	2	Both have respiratory problems and need better diet.
Parrot (Macaw)	5	Several have feather plucking issues, all need better nutrition.
Meerkat	6	Two have eye infections, all need better social environments.
Polar Bear	1	Underweight and showing signs of depression.
Sloth	2	One has a limb injury, both need better diet.
Wolf	3	One has a leg injury, all need more space.
Otter	4	Two have dental problems, all need better water quality.
Peacock	5	Several have feather loss, need better diet.
Leopard	1	Suffering from malnutrition and dental issues.
Capuchin Monkey	4	Two have behavioural issues, all need more enrichment.
Komodo Dragon	1	Showing signs of malnutrition and skin infection.
Anteater	2	Both have digestive issues and need specialised care.

Episode 6 – Animal Relocation and Treatment Report Form
Animal Species: _____
Condition on Arrival: _____
Treatment Provided: _____
Further Notes: _____