

Animal Societies

By the end of the lesson the learners will be able to:

- Examine the ways in which certain animals live in social groups.
- Discuss similarities and differences between the ways in which animals and humans live in groups.

Materials and preparation

- *Animal societies match-up card activity resource* (images and information cards on A3 sheets). Print each sheet separately, as the image and text need to be seen simultaneously.
- Blu-tac (or similar) to stick images to the wall or board.
- *Animal societies worksheet*.
- *Animal societies scenes resource* – print on A3 paper.
- Prior to the lesson, make sure that the match-up activity images and information cards are cut up so that they can be matched up again by the class.

Key words

society

The group of people who make up a community
It is important for every society to agree on certain laws.

Starter

*Match-up card
activity
20 mins*

1. Stick the pictures of animals to the board or wall so that everyone in the class can see them.
2. Ask for a volunteer to read the first information card (or read it to the class if you prefer).
3. Do they know which society of animals the information is referring to? (there are clues in the text—draw the class's attention to them to help them figure it out). Ask the class to discuss with the person next to them.
4. Call on some pairs to give their answers. On the correct answer, stick the information sheet under the corresponding answer. If no one knows the correct answer, stick the sheet to the side, and refer back to it later.

5. Continue this way until all the animal images are matched with the correct descriptions of the societies they live in.

Main activity

Worksheet
20 mins

1. Keep the Animal Societies Match-Up Activity sheets on the board and the learners will use these to help them complete their Animal Societies Worksheet: they will need to use the information to tick off different aspects of animal life for each of the seven animals. They can walk up to the board to read the information needed.
2. Learners should answer question 2 and 3 of the worksheet and leave question 4 as an extension activity: the next part of the lesson is more important than the drawing suggested in question 4.
3. With the whole class, discuss their answers to the worksheet. You could ask: 'How much of what is included here do you do as a person?' and then ask for examples of how humans do these things too. You want to help the learners realise that these animals have a lot of social practices in common with themselves.

Plenary

Freeze frame
20 mins

1. Read out the five Animal Societies Scenes. Each scene relates to the social behaviour of the animals. Once you have read the scene out loud (or a learner has done so), stick it up on the board.
2. Ask the learners to get into groups of up to five. They must choose a scene that represents the social group of one particular animal and re-enact it in the form of a frozen picture: the learners will create a 'picture' – using their body language and facial expressions – of the scene that they have chosen to represent.
3. Walk around the 'frozen' groups, choosing a group to ask questions to. The rest of the class should observe the 'frozen' group and listen to what they have to say. Ask some questions about what they are showing in their scene:

- What animal are you?
- What is your position within the group? (mother, father, baby, child, teenager)
- What is going on in this picture?
- Why?

Choose another group who will reform their Freeze Frame. Repeat until everyone has seen all the groups.

