Clever Animals!

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

- Name some of the ways in which various animals demonstrate intelligence.
- Consider and discuss their views on animal intelligence.

Materials and preparation

- Make sure ther is space to run around safely: remove any trip hazards or go outside for the starter activity
- *Clever animals match-up activity A3 sheets* – images and text
- Blu-tac (or similar) to fix the picture sheets to the board or wall

Key words

empathy
Understanding or sharing someone else's feelings, situation, or attitudes.
She felt empathy with her horse.

domesticated
Tame.
It took a lot of work to domesticate the wild horse.

mammal
Warm-blooded animal with fur or hair on its skin and a skeleton inside its body. Mammal mothers produce milk to feed their babies. All mammals have body hair and give birth to live young.

captivity
Captive, not free.
Animals kept in a zoo are in captivity.

Species Sprint

How to play:
- You may wish to remind the class of the different categories of animal that you covered in the previous lesson, for example, mammals, birds, reptiles etc.
- Make sure you have enough space for the learners to run around safely – go outside or move the tables in your classroom.
- Ask the learners to each choose an animal to be and to tell you what they have chosen (or you can give them an animal).
- Learners to stand in a tight circle, with no gaps between them. One child stands in the middle of the circle and is 'it'.
- Call out one category of animal – either mammal, bird, reptile, insect, amphibian, fish.
- Each learner whose animal is in that category needs to run to an empty space created by another player of the same category. The player who is it must try to get into one of the empty spaces, leaving a different player in the middle to be the new it.
- Play until all of the categories have been covered, or until interest wanes.

How clever are animals?

1. Explain that you will now investigate the ways in which animals are smart. Tell them there are clues in the texts that will help them work out which information sheet belongs with which picture sheet.
2. Stick the Clever animals match-up activity pictures on the board.
3. Ask a learner to volunteer to read. Give them a Clever animals match-up activity text sheet on and ask them to read it out loud to the class (alternatively you can read it out if you prefer).
4. Ask the class which animal they think was just described. (You can get them to work in pairs to discuss). If they get it correct, stick the information sheet under the corresponding picture, and move onto the next one. If they get it wrong or don't know, stick it up to the side of the board to refer to later, and move on to the next information sheet.
5. As you get a correct answer, stick the information sheet under the corresponding picture. Refer to the information sheets that are on the side as you have fewer pictures left, and see if learners can work out what they are referring to.

Answers:

1 – dog, 2 – rat, 3 – elephant, 4 – dolphin, 5 – octopus, 6 – pig, 7 – gorillas and the great apes*, 8 – crows, 9 – parrots (African grey parrots)

* The great apes are: orangutan, gorilla, chimpanzee, and bonobo.

Plenary

Think, pair, share
10 min

Ask the learners to think about the answers to the following questions, and then discuss their answers with each other in pairs:

1. What three things have you learnt today?
2. Have you changed your opinion of a particular animal today?
3. Explain how your opinion has changed and why.

Choose a few pairs of learners to share their answers with the group.