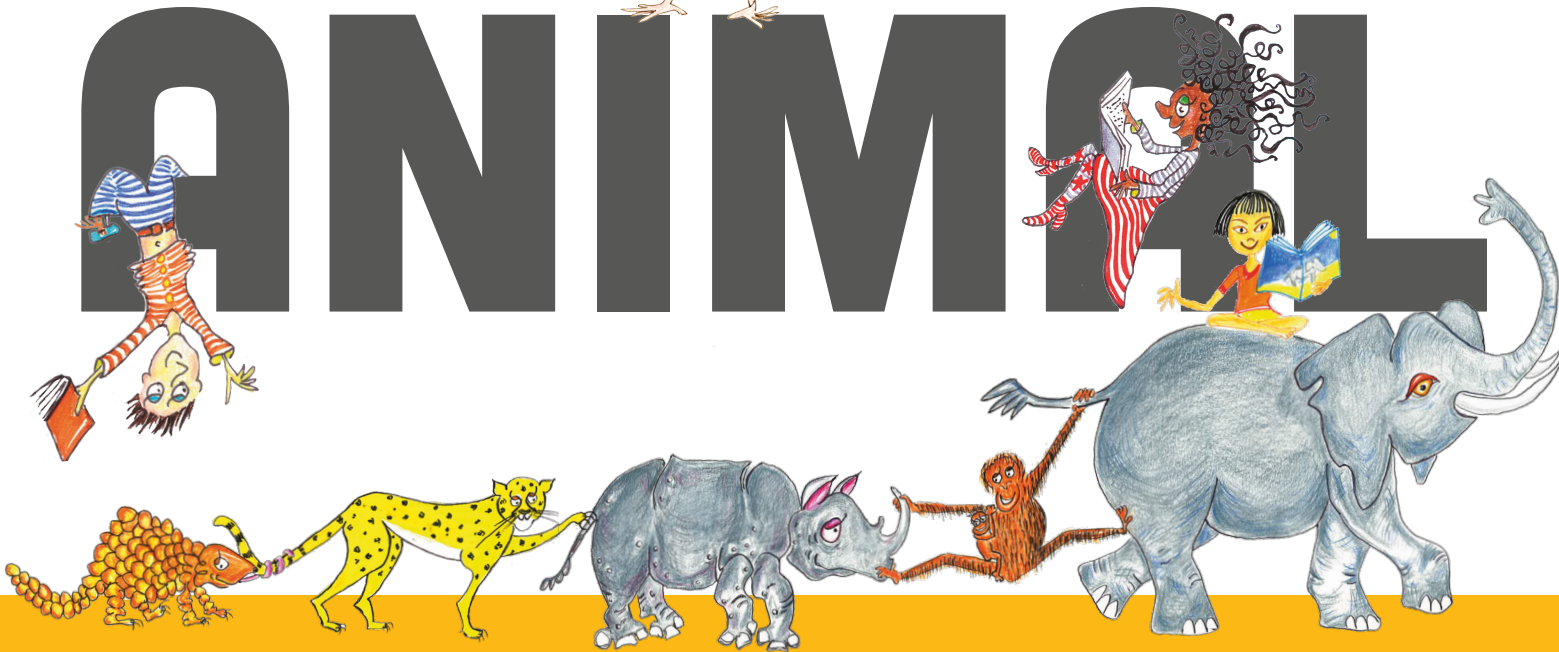


ANIMAL



AMBASSADORS



Activities for 5–12 year-olds
exploring the illegal wildlife trade

ABOUT THIS PACK

This scheme of work includes everything you need to run a series of one-hour sessions for 5–12 year-olds on the illegal wildlife trade.

The pack offers over 20 hours of **free** lesson plans and resources created with the help of amazing illustrators, photographers and storytellers who care about endangered wildlife. The lessons include tips on photography from the world's best wildlife photographer David Yarrow; a masterclass for children on how to draw animals from Axel Scheffler, award-winning illustrator of *The Gruffalo*; and a gripping adventure story from the author Zella where children discover an ivory smuggling ring.

Activities are designed to be fun, to bring this challenging and controversial subject to life in a way that children can really enjoy and understand. Using creativity and the power of storytelling we can inspire them with the wonder of the wild world, nurturing a conservation-conscious generation who will ensure its survival.

As a teacher, do I need to know anything about this topic?

Not at all. All the necessary information is provided.

What are the pack's objectives?

To inspire, encourage and persuade young people to become 'animal ambassadors' to help endangered species threatened by the illegal wildlife trade. It's a flexible scheme of work with a range of cross-curricular activities that can be used across the school and year groups and for themed days or weeks (e.g. World Wildlife Day, Earth Day, Science Week).

What's included?

- Multimedia film content
- Detailed session guides – no planning required
- Adaptable, editable lesson presentations

Where could I share work that my pupils produce?

Become an Animal Ambassador! (p19) includes ideas for helping pupils express their views and take action. We would love to see your pupils' work and campaigns, so please share it using the hashtags #Tale2Tail and #EndWildlifeCrime and tweet us at [@tale2tail](https://twitter.com/tale2tail)

Where can I find out more about Tale2Tail and its work?

To learn more check out www.tale2tail.org or email our team directly on info@tale2tail.org. Pupils can email kids@tale2tail.org. You can also sign up for updates on our site or follow us on our social media channels for news related to the cause and other ways to get involved. Tale2Tail's mission is to educate to end the demand for the illegal wildlife trade. By reaching out to children directly, we aim to help them understand endangered species and the contribution they make, how and why they are threatened and what we can all do to help them.

What pupils will learn

The pack is organised into three sections:

The illegal wildlife trade Explore the issues

- Pupils will learn about endangered species and how they are threatened by the illegal wildlife trade
- They will reflect on the consequences of poaching and consider what can be done to help animals at risk
- They will develop the confidence to express their ideas and opinions on this important issue

Understand endangered animals A creative approach

- Pupils will develop an understanding of these animals through a gripping story
- They will reflect on the beauty and joy of sharing our world with wildlife through illustration and photography
- They will build valuable artistic, communication and thinking skills

Inspire change Become animal ambassadors!

- Pupils will translate their learning into real world action by becoming ambassadors for endangered animals in their schools and communities

Pangolins: the world's most trafficked animal



CONTENTS

The illegal wildlife trade

Explore the issues

Three sessions to help pupils build knowledge and awareness of the illegal wildlife trade and its many facets. These activities are recommended for giving pupils a basis for taking action, raising awareness and learning more.

1 What is wildlife crime?

An introduction to the realities of the illegal ivory trade through the exciting adventure story *An Elephant for Breakfast* p3

2 The poaching problem

Pupils gather facts about the illegal wildlife trade, including what poaching is and why certain animals are threatened p7

3 Can we save the elephants?

Pupils reflect on species loss and potential extinction, and think about what can be done to stop it p8

Understand endangered animals

A creative approach

With contributions from illustrator Axel Scheffler, author Zella and wildlife photographer David Yarrow, these immersive activities help pupils build greater understanding of wild animals and learn new drawing, photography and literacy skills.

Book study: An Elephant for Breakfast
WITH ZELLA p10

Elephant school
WITH DAVID YARROW p11

How to see animals
WITH DAVID YARROW p13

Young wildlife photographers' toolkit
WITH DAVID YARROW p14

How to draw an elephant
WITH AXEL SCHEFFLER p16

Inspire change

Become animal ambassadors!

Ideas for how your pupils and school community can use what they've learned in this pack to take action to help endangered animals threatened by the illegal wildlife trade.

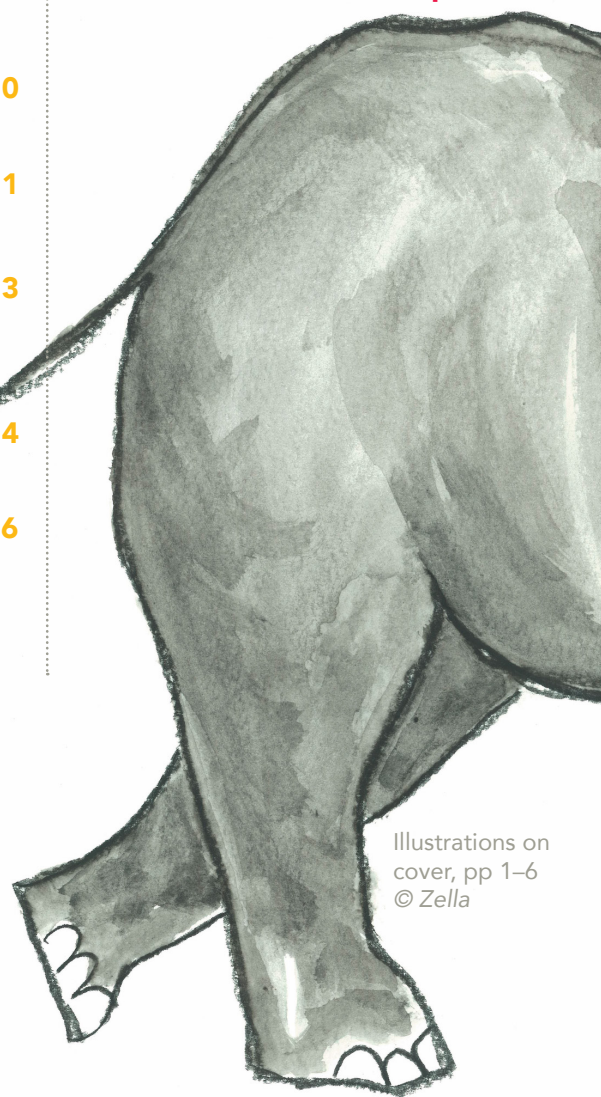
Become an ANIMAL AMBASSADOR!

IDEAS FOR SCHOOLS p20

This pack has been created by Tale2Tail with the financial support of the **Department of the Environment, Food and Rural Affairs** in the United Kingdom and all of the talented contributors above. We would like to thank them all for their fantastic support. Content & design by Joshua Rice.



Illustrations on cover, pp 1–6
© Zella



WHAT IS WILDLIFE CRIME?

Pupils are introduced to the realities of the illegal ivory trade through the exciting adventure story *An Elephant for Breakfast*



OBJECTIVE To introduce pupils to the concepts of smuggling and the illegal ivory trade.

SESSION PREP

To complete all elements of this activity may require two 1-hour sessions

- For child-led reading, print enough copies of ***An Elephant for Breakfast: A Play (pdf)***
- Alternatively, for teacher-led reading, print ***An Elephant for Breakfast: book text (pdf)***
- Open the ***What is wildlife crime? lesson presentation***
- Review the facts for supporting discussions (see pp4–6 below)

ACTIVITY	TEACHER INSTRUCTIONS	TIME
What's it about?	Read back cover of <i>An Elephant for Breakfast</i> .	5 min
An Elephant for Breakfast: A play	<p>GUIDED READING: Form a reading circle. At the start of each scene choose the children who will read (see list below). For a class of 34 children, each will have one turn. For smaller classes, keep going around the circle and some children will read twice, and for bigger classes change readers mid-scene. Teacher/strong reader is narrator.</p> <p>Scene 1 Choose first 3 children to be Bella, Lucky (non reading part – acts as the family dog) and Johnny.</p> <p>Scene 2 Choose next 6 children to be Rose, Freddie (good for a less able reader), Tom, Bella, Johnny and Mother.</p> <p>Scene 3 Choose next 7 children to be Tom, Bella, Father (good for a less able reader), Mother, Rose, Freddie and Johnny.</p> <p>Discuss as a group: <i>How would you feel to receive this box?</i></p> <p>Scene 4 Choose next 7 children to be Mother, Freddie, Tom, Rose, Bella, Johnny, Father (good for a very strong reader).</p> <p>Scene 5 Choose next 2 children to be Uncle Cosmo and Josephine.</p> <p>Scene 6 Choose next 9 children to be Johnny, Rose, Tom (good for a less able reader), Uncle Crispin, Aunt Lily, Rose, Bella, Father and Freddie (good for a less able reader).</p> <p>Discuss as a group: <i>Have your feelings changed about receiving this box?</i></p>	30-60 min
Q&A	<p>Use the <i>lesson presentation</i>. Lead a discussion on Africa, elephants and ivory:</p> <ul style="list-style-type: none"> • Africa What do you buy from Africa? What animals come from Africa? • Elephants Where do elephants come from? What does it mean to be extinct? Why did the author call the story <i>An Elephant for Breakfast</i>? • Ivory Where does ivory come from? Who uses ivory? Who needs ivory? How do humans get ivory? 	20 min

ACTIVITY	TEACHER INSTRUCTIONS	TIME
Plenary	<p>Lead a class discussion on illegal wildlife crime:</p> <ul style="list-style-type: none"> • Why were Uncle Rupert and Uncle Crispin worried about Uncle Cosmo? • What is poaching? • What is smuggling? • Is it legal to buy and sell ivory? • Who would buy or sell ivory? • Where is the majority of ivory traded? • If it is illegal, why might people still trade ivory? 	20-40 min

EXTENSION

What happens next to Uncle Cosmo? To continue the story see **Book study pack: An Elephant for Breakfast** (p10) for more guided reading and classroom activities.

Facts for supporting discussions

AFRICA

What do you buy that comes from Africa? Africa has a great deal of natural resources (gold, diamonds, metals and minerals), and produces food (fruit, vegetables, corn, sugar). Ask children to think about what the characters said: what did Bella say? (diamonds and gold); what did Johnny say? (baby elephant); what did Tom say? (leopard); what did Freddie say? (lion). What else could come from Africa?

Which animals come from Africa? Other animals mentioned include baboons, hippos, elephants, lions and leopards.

ELEPHANTS

Where do elephants come from? Africa and Asia

What does it mean to be extinct? No more of its kind left

Why did the author call the story *An Elephant for Breakfast*?

A supporting quote, **p22**: 'Heavy, but not that heavy,' said Johnny, taking the implements from his sister. 'I think it's a baby elephant that we can climb on. Imagine: an elephant for breakfast. What a distinguished visitor.'

At the end of the story, pupils may reflect on:

A literal meaning – a literal interpretation of the title would mean that an elephant really does come for breakfast.

A metaphor – alternatively, it may be representative or symbolic of something else. For example, is it symbolic of the current human treatment of elephants? To 'eat something for breakfast' is to defeat something easily; in our times, the human race is defeating entire species, like the elephant, and the title could be a metaphor for this.



*Hunted for its horn: There are 5 different species of rhino – 2 in Africa and 3 in Asia. The African black rhino is **critically endangered** (c5,000 left). The northern white rhino became functionally extinct in 2018, with only two females left in the world.*

IVORY

Where does ivory come from? Most commonly African and Asian elephants. But also from mammoth fossils, whale, narwhal, hippopotamus and walrus. A supporting quote:

p45: 'Uncle Crispin laughed. 'A Tooth? Nothing has teeth that size, even in Africa! And the dinosaurs are extinct. Stop kidding, Rupert!' Father didn't laugh. 'Elephants have tusks. That looks like the end of a dirty ivory tusk...'

Who uses ivory? Elephants: for digging, debarking trees, lifting, fighting and protecting their trunk and their calves. Humans: for carvings, inlaid furniture, weapons, religious symbols (e.g. crucifix or carved deity), musical instruments and ornaments. In ancient India elephants were employed in warfare (c500 BC). Prehistoric carving is the oldest known figurative art – examples date back 35,000 years and use mammoth tusk. More about ancient carving: <https://on.natgeo.com/2SQztZH>

Who needs ivory? Only elephants. Humans can use plastic and since 1956 Mr Steinway invented a special ivory plastic for his piano keys. In 1956, Steinway along with other American piano manufacturers all agreed to abandon ivory and start using plastic for keys. It is so good that you cannot tell the difference between ivory keys and plastic keys with the naked eye.

How do humans get ivory? They kill elephants.

WILDLIFE CRIME

Why were Uncle Rupert and Uncle Crispin worried about Uncle Cosmo? He may be involved in poaching elephants and smuggling ivory.

What is poaching? Illegal hunting or capturing of wild animals. In contrast, stealing domestic animals (e.g. cattle raiding, sheep rustling) classifies as theft, not poaching.

What is smuggling? Illegally transporting goods across borders.

Is it legal to buy and sell ivory? In 1989 there was an international declaration asking countries to make it illegal to buy and sell ivory. Countries make laws to ban buying and selling of ivory, but sometimes this is not a complete ban, and some restricted sales are permitted, such as antique ivory. Since 1989, the CITES declaration asked countries to make it illegal to buy and sell ivory. (CITES is the Convention on International Trade in Endangered Species of Wild Fauna and Flora.) CITES is an international agreement between governments that came into force in 1975. The National Ivory Action Plans (NIAPs) are developed in compliance with recommendations by the CITES standing committee.

More about this issue: <https://cites.org/eng/niaps>

Who would buy or sell ivory? See National Geographic: <https://bit.ly/2NJjPt8>. The full research for advanced pupils: <https://bit.ly/1j85QMV>

Where is the majority of ivory traded?

China – Banned trade in ivory in January 2018. China was the largest market for ivory. More about this issue: <https://bit.ly/2SwMk3K>. China banned rhino horn for 25 years. However, in October 2018, the government notice said, 'rhino horns and tiger bones used in medical research or in healing can only be obtained from farmed rhinos and tigers, not including those raised in zoos'.

Hong Kong – It is still legal to trade in ivory in Hong Kong. On 31 January 2018, Hong Kong voted to ban the trade in ivory, and sales will be gradually phased out by 2021. It is considered the world's largest ivory market. Hong Kong plays an important role in wildlife crime, accounting for around a fifth of all global ivory seizures, and nearly half of all pangolins seized in the last decade. More about this issue: <https://bit.ly/2NaUyIW> and <https://bbc.in/2N9EIOI>

There are **fewer than 8,000** cheetahs left. They are poached for their fur, or captured as pets, which significantly reduces the gene pool.



USA – In July 2016, the USA adopted a federal level 100 year rolling ivory ban, which means that any item will become legal to trade with time. Some states, such as California and New York, have set far tougher restrictions. The USA is the world's second largest market for ivory. For more on the US trade: <https://bit.ly/2NbiVWR> and <https://bit.ly/2trlV8A>

UK – The Ivory Act 2018 will make it illegal to buy and sell ivory. Only items meeting one of five narrow exemptions will be legal to buy or sell. The five exemptions are for: items made before 1947 that contain less than 10% ivory by volume; musical instruments made before 1975 with less than 20% ivory by volume; portrait miniatures (small paintings on thin sliver of ivory) made before 1918; sales to and between accredited museums and items made before 1918 of outstanding artistic, cultural or historical value and importance.

For more on the Ivory Act 2018: <https://www.gov.uk/government/news/world-leading-uk-ivory-bill-becomes-law--2>

If it is illegal, why might people still trade ivory?

There are three key reasons: money, poverty, organised crime.

A supporting quote, **p66**: 'I think we both know why,' said Mother. 'There's a lot of money in ivory.'

Money – A number of people make money from trading ivory. It must pass through many hands to reach the end consumer. For example, there are many types of people who touch the ivory as it travels around the world. Firstly, the person who arranges to kill the elephant; secondly, the poacher who kills the elephant; thirdly, the person who transports it out of Africa; fourthly, the bribed security/border agents turning a blind eye at ports; fifthly, the factories who make luxury goods and still use ivory; and sixthly, the end consumer of the ivory.

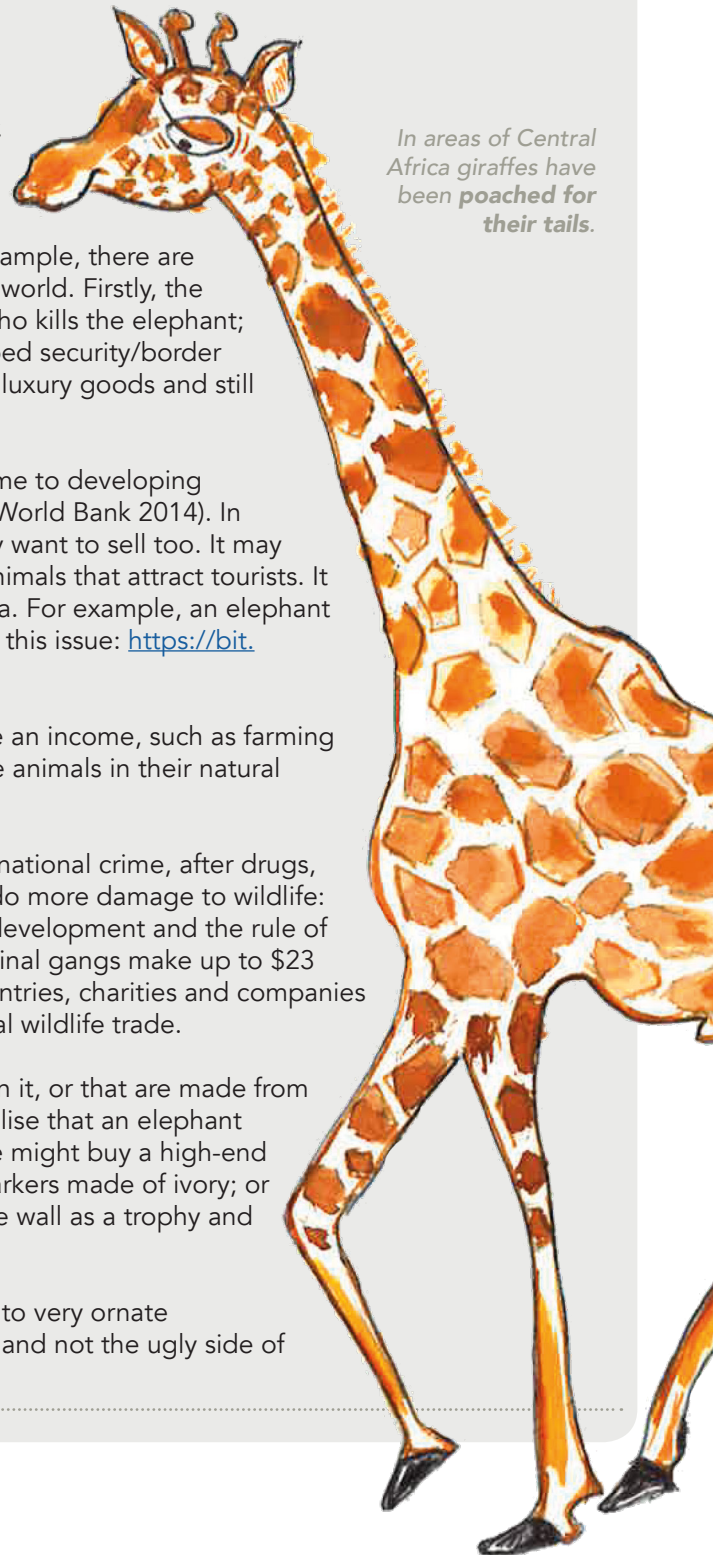
Poverty – The World Bank says that the cost of environmental crime to developing countries is estimated to be worth more than US\$70 billion a year (World Bank 2014). In developing countries, such as Africa, people can decide what they want to sell too. It may not be the best choice for local communities to kill endangered animals that attract tourists. It is known that endangered species boosts local economies in Africa. For example, an elephant alive helps boost the economy with tourism by 371%. More about this issue: <https://bit.ly/2N5nbaa>

These communities have a number of alternative choices to create an income, such as farming chickens or other animals, or tourism, where visitors pay to see the animals in their natural environments.

Organised crime – Illegal wildlife trade is the fourth biggest transnational crime, after drugs, weapons and human trafficking. The criminals who run this trade do more damage to wildlife: they use corrupt officials and agencies to undermine sustainable development and the rule of law, which damages the growth of sustainable development. Criminal gangs make up to \$23 (£17) billion a year exploiting poor and developing countries. Countries, charities and companies are fighting this crime, and many believe in zero tolerance of illegal wildlife trade.

There is still a trade in ivory because people buy items with ivory in it, or that are made from solid ivory. Sometimes consumers are uneducated and do not realise that an elephant has been killed for its ivory tusks. For example, in the USA, people might buy a high-end luxury musical instrument, like a guitar, with its frets or position markers made of ivory; or modern inlaid furniture made to look old; or consider a tusk on the wall as a trophy and a thing of beauty.

In contrast, in China there is an ancient tradition of carving ivory into very ornate decoration. There are wealthy collectors who see only the beauty, and not the ugly side of killing the elephant for its ivory.



In areas of Central Africa giraffes have been **poached for their tails**.

THE POACHING PROBLEM



Pupils gather facts and information about the illegal wildlife trade, including what poaching is and why certain animals are threatened

OBJECTIVES To understand what 'endangered' means; to understand some reasons why animals become endangered, including the threat of poaching.

SESSION PREP

- Open **The Poaching Problem lesson presentation**
- Have topic books on endangered species available or suitable internet sites
- Print out animal fact sheets available in lesson presentation (optional)
- For older children: suggest Conservation Crisis app (see p21) as pre-work (optional)

ACTIVITY	TEACHER INSTRUCTIONS	TIME
Animal world	Use the lesson presentation to introduce children to the diversity of the world's animal species, including some recently discovered species.	5 min
Endangered animals	Why do animals become endangered or extinct? Allow pupils to discuss with a partner before feeding back to the rest of the class. Read the lesson presentation to explain common reasons why animals become endangered, including habitat destruction and poaching.	10 min
The poaching problem	Continue to review the lesson presentation – ask younger children if they can name the animals affected by poaching.	5 min
Animals at risk research task	<p>Have children work in mixed ability groups to research facts and information about one of four animals. They might use topic books and the internet as well as fact sheets found in the lesson presentation.</p> <p>Model how to gather and record ideas.</p> <p>Older pupils could also play the Conservation Crisis app (see p21) as a way to research and consider issues of the illegal wildlife trade. This could also be set as home learning for completion prior to the session.</p> <p>This is an open-ended activity. Children can use their research to prepare an oral presentation, role play, PowerPoint, video presentation, leaflet or poster etc.</p>	20 min
Pupil presentations	Children share their presentations with the rest of the class or in small groups. Encourage children to ask questions to further their understanding.	20 min

EXTENSION

Children could look in more detail at the animals at risk and the illegal wildlife trade. Extend children with task to research other endangered animals and protected species.

Children could refine and make presentations to another class or as an assembly. Or use as basis for a persuasive poster or campaign piece – see **Become an Animal Ambassador!** (p20)

CAN WE SAVE THE ELEPHANTS?

Pupils reflect on species loss and potential extinction and think about what can be done to stop it



OBJECTIVES To consider the consequences of species loss and what actions can be taken individually and collectively to stop the illegal wildlife trade.

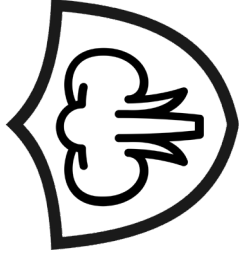
SESSION PREP

- Open the **Can we save the elephants? lesson presentation**
- Have the **elephant calf clip** ready to play (access here: <https://youtu.be/vN2Zf1Jl2jw>)
- For older children, you might print out the **Who can help? diamond 9 resource** (see p9)

ACTIVITY	TEACHER INSTRUCTIONS	TIME
Are elephants like us?	Use the lesson presentation to talk about elephants' similarities to humans, including complex social structures and importance of family.	5 min
What does your family do for you?	<p><i>What does your family do for you?</i> Discuss this question in pairs and have pupils share ideas, reasons and any questions.</p> <p><i>What does an elephant's family do for it?</i> Consider how elephant families help one another. Watch the film clip of elephants helping calf out of a ditch. Does this raise any new thoughts or ideas? What are the top 2 things that families do for people? For elephants?</p> <p>Review examples given by the group. Lead a discussion of the most important things a family does for you.</p>	15 min
Victims of poaching	<p>Use lesson presentation to review the threat to elephants from poaching. Reveal the scale of crisis. (Lots of elephant families are losing members.)</p> <p>Discussion questions (optional): <i>Imagine what might happen to the calf if its family were not there to help it? What might happen to it?</i></p> <p><i>Imagine a world without animals. What problems or unintended consequences might there be? Could humans manage without animals?</i></p>	5 min
What can we do to help elephant families?	<p>Use the lesson presentation to review what is currently being done, and by whom, to prevent poaching and the illegal wildlife trade. There are two activity options:</p> <p>Younger pupils: present pupils with four actions they might take to help elephants. Assign one of the four actions to each corner of the room. Ask pupils what action they would take, and to go to that corner. Have them discuss with someone else in the group how they would take that action and rehearse what they'd say or do.</p> <p>Older pupils: Distribute the Who can help? diamond 9 resource or use the lesson presentation. Have pupils work in groups to rank who can make the biggest contribution to saving elephants. Groups can discuss and feedback to the class.</p>	25 min
How can we help?	Use the lesson presentation to review ways in which children can contribute to protecting species threatened by poaching. <i>What else do you think can be done?</i>	10 min

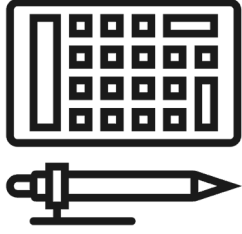
Ranger

I could patrol elephant habitats looking for poachers.



Conservation expert

I could monitor elephants and keep track of how many are left in the wild.



Lawmaker

I could call for harsher punishments for poachers and wildlife crimes.



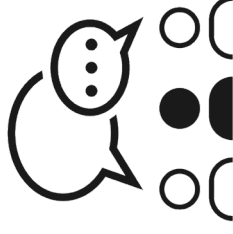
Consumer

I could refuse to buy products with ivory in them.



Child

I could tell other people about what I learned in school about elephant poaching.



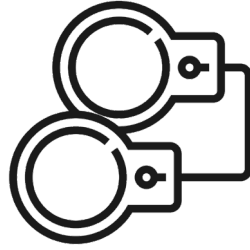
Charity campaigner

I could tell lots of people about the poaching problem and how it is affecting elephants.



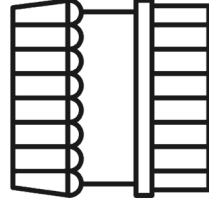
Police

I could investigate and catch smugglers, and uncover their criminal networks.



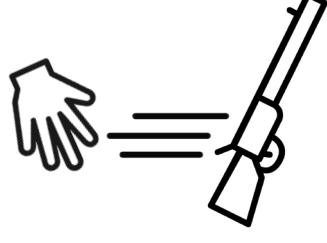
Shop keeper

I could stop selling products made from ivory or from endangered animals.



Poacher

I could ask for help to find a different way to earn money.



Book study pack

AN ELEPHANT FOR BREAKFAST

BY ZELLA

Find out what happens to Uncle Cosmo! Continue *An Elephant for Breakfast* from Activity 1 with activities designed by author Zella



OBJECTIVES This pack of literacy activities and resources supports guided reading of *An Elephant for Breakfast* and deeper debate about the ivory trade.

PACK CONTENTS

An Elephant for Breakfast is a gripping adventure story, where five children discover their Uncle Cosmo is in grave danger. The story provides a platform to discuss big issues around illegal wildlife crime, and explore what children and adults can do to stop the crime.

The pack's activities are supported by a play based on the original book text, available as a pdf. The play will facilitate interactive class reading.

- ***An Elephant for Breakfast: A Play*** (pdf) [Acts 1–3, Scenes 1–25]
- ***An Elephant for Breakfast – original book text*** (pdf) [Chapters 1–7]

OVERVIEW OF ACTIVITIES

For questions and answers see *An Elephant for Breakfast* (pdf)

Act 1 Guided reading & classroom discussion

Introduces children to the concept of smuggling ivory, increases English language skills and helps children think about poaching, smuggling and how to stop the extinction of elephants.

- Activities**
1. Discuss new and unfamiliar words
 2. Teacher-led discussion of Africa, elephants, ivory and wildlife crime drawing on examples in the text

Act 2 Investigate the smuggling ring

Activities include a group reading exercise and an activity to weigh up the evidence, and to debate who smuggled the ivory and why?

- Activities**
1. Discuss new and important words
 2. Pupils work in groups to identify suspects and find supporting evidence

Act 3 What can we do to help stop the illegal wildlife trade?

Give children multiple perspectives on the illegal wildlife trade, and a strong foundation for a classroom debate on illegal wildlife crime and how humans could prevent extinction. The exercises include group activities, analysing evidence using the characters within the story.

- Activities**
1. Who has the power to stop the illegal wildlife trade? Pupils work in groups to learn about different perspectives on the illegal wildlife trade
 2. Understand the market for ivory – pupils consider economic theories on markets and ivory and how to end consumer demand
 3. Elephant maths – pupils analyse evidence from the text and carry out their own research on the current status of elephants
 4. Classroom debate: illegal wildlife trade – pupils use skills developed in activities 1–3 to debate questions such as 'How powerful are consumers?' and 'How could we persuade people to stop buying and selling ivory?'
 5. Character analysis – pupils analyse the characters' different perspectives on illegal wildlife trade crime and form their own opinions

ELEPHANT SCHOOL

WITH DAVID YARROW

This immersive role play activity for younger pupils features the work of wildlife photographer David Yarrow



Boy Band © David Yarrow

OBJECTIVES To understand the ways elephants live and behave in the wild; to identify and empathise with endangered animals

SESSION PREP

- Open the **Elephant School lesson presentation**
- Have the **Wild Elephants: Up Close video** ready to play (access: <https://www.tale2tail.org/videos>)
- Have Helloinelephant.com open and ready
- Print out the **Elephant School fact sheet** (see p12), enough for each group.

ACTIVITY	TEACHER INSTRUCTIONS	TIME
What's it really like to be an elephant?	Ask pupils to share familiar elephants (e.g. from children's books). Tell pupils they are going to imagine what it's like to be a real elephant that lives in the wild. Use the lesson presentation to show David Yarrow's photographs from Kenya. Explain they are going to hear from someone who has encountered elephants in the wild many times. Show video Wild Elephants: Up Close	5 min
Elephant School	<p>Review the lesson presentation to explore various elephant behaviours, facts and qualities in an immersive role play.</p> <p><i>How do elephants move?</i> Re-watch Wild Elephants: Up Close. Have children try to emulate how elephants walk and move.</p> <p><i>Where do elephants live?</i> Review the map of Africa, photographs from Kenya and safari sounds (https://soundcloud.com/listeningearth/safari-an-african-wildlife). Have children close their eyes and listen to the other animals (are they all friendly?)</p> <p><i>What do elephants eat?</i> Children might imagine using their trunks to grab and eat different types of plants.</p> <p><i>How useful is an elephant's trunk?</i> Children might practise using their trunks to drink, smell and swim!</p> <p><i>How do elephants talk to their friends?</i> Link to Helloinelephant.com – have children practice saying different things 'in elephant'.</p>	20 min
Herd for a day	Have children work in groups (or herds) to plan a role play where they become elephants going about their day. Each group should use the Elephant School fact sheet to plan their day and condense it into a 2 minute performance.	10 min
Performances	Have each group perform their 2 minute 'herd for a day' routines and encourage everyone else to feedback.	20 min
If you really were an elephant...	Have children reflect on what's not so great about being an elephant, e.g. poaching. Have them think about their favourite elephant behaviour or trait. Extend to think about might be able to be done to help them.	5 min

Elephants walk around 25km every day, eating and drinking as they go.



Dawn Commute © David Yarrow

TRUNK TRICKS

Your trunk is amazing. Here are a few things you can use it for:

Being friendly

Greet a friend by wrapping your trunks together. Use your trunk to hug and comfort your fellow elephants.

Sensing danger

Raise your trunk in the air above your head.

Do you smell humans? You know they can be friendly, but they can also be dangerous.

Grabbing things

Use the tip of your trunk to pluck a single leaf off a tree.

Now wrap your trunk around the tree and pull it right out of the ground! It is very strong.

WHAT TO AVOID

Heat

When it is very hot, you like to cover yourself in mud and dust to avoid a sunburn.

Bees

You're scared of bees! Farmers put them on fences to stop you eating their crops.

Lions and poachers

Lions can hunt your youngest calves. Some humans carry guns and want your ivory tusks.

HERD FOR A DAY

What will your herd do today?

Foraging

You have a huge appetite. You can spend most of the day searching for food and water.

Sleep

You only sleep for a few hours a day. Lean against a tree for a quick nap. Lie on your side for a deeper sleep.

Bath time

You like being clean. Spray yourself with your trunk. A bath often doubles as play. Squirt each other with water.

HOW TO SEE ANIMALS

WITH DAVID YARROW

Pupils learn a creative technique for capturing the essence of animals from this renowned wildlife photographer



Giraffe City © David Yarrow

OBJECTIVES To understand the ways elephants live and behave in the wild; to identify and empathise with endangered animals

SESSION PREP

- Open the **How to see animals lesson presentation**
- Have the **How I see animals – Soul of an Animal video** ready to play (access videos at: <https://www.tale2tail.org/videos>)
- Have the **How I see animals – Getting the Shot video** ready to play

ACTIVITY	TEACHER INSTRUCTIONS	TIME
Endangered animals	Use the lesson presentation to re-cap or introduce what endangered species are and how some species are threatened by the illegal wildlife trade.	5 min
Protect us from the poachers	<p>Show pupils some of David Yarrow's wildlife photographs. Ask if they know the animals. Each needs protection from poachers – <i>why do you think so?</i> Reveal the reason each is threatened by the illegal wildlife trade.</p> <p>Ask who pupils think took these photos. How do they think the photographer feels about these animals?</p> <p>Use the lesson presentation to introduce David Yarrow. He's world renowned and his prints sell for thousands. He photographs endangered species and works with conservation charities like Tale2Tail and Tusk. Show Soul of an Animal video.</p>	10 min
Looking at endangered animals	<p>Have children imagine or draw a rhino. Then have pupils share or describe their rhino to a partner in as much detail as possible. Have a few pairs feedback.</p> <p>Use the lesson presentation to show <i>Charge</i> by David Yarrow. Ask pupils to think of words that describe his rhino. (Reveal suggested words.) <i>Is his rhino similar to yours?</i> Questions for deeper discussion:</p> <ul style="list-style-type: none"> • Is this photo surprising? • What do you like about it? • How does it make you feel? How do you feel about the rhino? What's the feeling of picture? What do you think he wants you to feel or think? <p>Return to the lesson presentation and repeat for orangutan and <i>House of Orange</i> by David Yarrow.</p>	30 min
How does David Yarrow see animals?	Watch the Getting the Shot video of David Yarrow describing his thinking behind <i>Charge</i> and <i>House of Orange</i> and what he wanted to capture in photographing each animal.	10 min
The photographer's intention	Use the lesson presentation to explain how artists and photographers try to convey a message to their audience (person looking at the photo). Now that they've heard more about David Yarrow's photos, what do they think was his main message in each photo?	5 min

YOUNG WILDLIFE PHOTOGRAPHERS' TOOLKIT

Advice for budding photographers from world renowned David Yarrow. Perfect for use in a school photography club, creating your own in-class workshop or an inspiring home learning project



Unforgiven © David Yarrow

OBJECTIVES To provide young people with practical strategies for taking photographs of wildlife; to expose young people to the creative processes of a professional artist; to appreciate the role artists can have in public education and raising awareness around issues such as the environment and illegal wildlife trade

Film & resources



Pupils can access tips and advice from David Yarrow through this film available at <https://www.tale2tail.org/videos> and the printed poster resource on p15.



[David Yarrow photography](https://davidyarrow.photography)

Browse his wildlife archives and read the stories behind his amazing shots
<https://davidyarrow.photography>

[David Yarrow on Vimeo](https://vimeo.com/user17233810)

View short films of David's expeditions photographing animals around the world
<https://vimeo.com/user17233810>

*Tale2Tail is not responsible for information published on external sites

ACTIVITY	IDEAS FOR TEACHERS
Photograph endangered animals in a zoo	Have children research an endangered animal (see <i>The Poaching Problem</i> , p7) that they could visit at a local zoo. Pupils can use their research as a way of thinking about what to convey about that animal (see <i>How to see animals</i> , p13).
Research local endangered species	Have children identify, research and photograph endangered animals in your local area. Are animals in your area impacted by the illegal wildlife trade? Create a project to raise awareness of local conservation or environmental issues.
Exhibitions and showcases	Use the resources to inspire creative work that can be part of a wildlife showcase or school campaign (see <i>Become an Animal Ambassador!</i> , p20).
Competitions	Run a wildlife photography competition in your school to raise awareness of endangered animals. Encourage children to enter a local young wildlife photographer competition. The Wildlife Photographer of the Year – Young Awards accept entries from all over the world and have categories for entrants aged 10 years and under and 11–14 years

ADVICE FOR A YOUNG WILDLIFE PHOTOGRAPHER

WITH DAVID YARROW

IT'S NOT ABOUT THE CAMERA, IT'S ABOUT YOU. A CAMERA IS A PIECE OF METAL. PHOTOGRAPHY IS ABOUT YOU. IT'S ABOUT USING A CAMERA TO CONVEY WHAT YOU'RE THINKING OR FEELING OR SEEING.

LEARN TO LOOK WHAT SURPRISES YOU? PHOTOGRAPH THAT. OR PUT YOUR CAMERA DOWN. LOOK AROUND AT THE WORLD. WATCH MOVIES. USE YOUR OTHER INTERESTS TO INSPIRE THE WAY YOU LOOK AT THE WORLD.



AFRICA Meet Tim, one of the world's few remaining 'big tuskers'. David captures Tim with Mount Kilimanjaro in the background. This is David's favourite photograph that he's taken.



ETHEREAL DUNE The mix of sun and shadow in this photo was captured at 5:30am. Can you tell which direction the light is coming from? How do you know?



© David Yarrow

CHOOSE YOUR SUBJECT DECIDE WHICH ANIMAL YOU WANT TO PHOTOGRAPH. THEN DO YOUR RESEARCH. YOU'LL DISCOVER WHERE TO FIND THE ANIMAL, HOW IT BEHAVES AND HOW YOU CAN STAY SAFE. RESEARCH HELPS YOU BEGIN TO SEE AN ANIMAL IN WAYS OTHER PHOTOGRAPHERS MIGHT MISS.

FOCUS ON WHAT'S SPECIAL THINK ABOUT WHAT MAKES EACH ANIMAL SPECIAL. THEN CONSIDER HOW YOUR PHOTOGRAPH WILL CAPTURE THAT SPECIAL QUALITY.

GET UP CLOSE CAN YOU SEE THE ANIMAL'S EYES? THIS IS THE WAY INTO ITS PERSONALITY.

BUT STAY SAFE! WILD ANIMALS ARE WILD. DON'T INVADE THEIR SPACE.

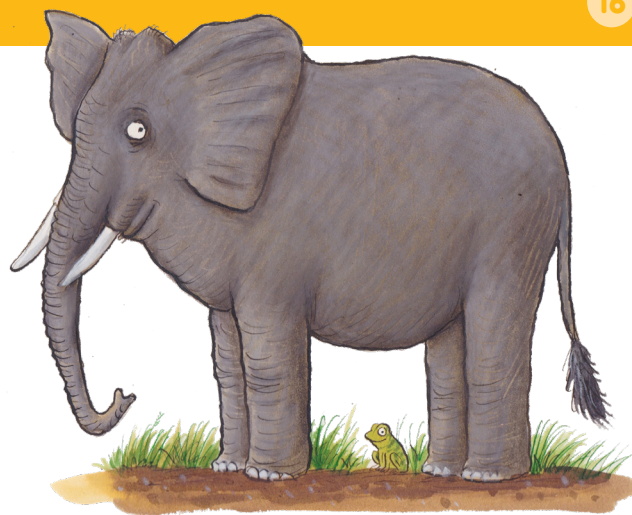
GET UP EARLY OR WAIT UNTIL SUNSET. THE BEST OUTDOOR PHOTOGRAPHS ARE TAKEN WHEN LIGHT IS LOW IN THE SKY.

ENJOY YOURSELF! AND IF YOU DO, YOU MIGHT JUST CHANGE HOW PEOPLE SEE WILDLIFE AND WHAT THEY THINK THEY KNOW ABOUT THE ANIMAL YOU'VE PHOTOGRAPHED.

HOW TO DRAW AN ELEPHANT

WITH AXEL SCHEFFLER

Pupils learn to illustrate endangered animals taking inspiration from children's book illustrator Axel Scheffler and his signature style



OBJECTIVE To build understanding of endangered animals and what makes them special; to experiment with different techniques and materials; and to practise using reference as a basis for an illustration.

SESSION PREP

To complete all elements of this activity will require two 1-hour sessions

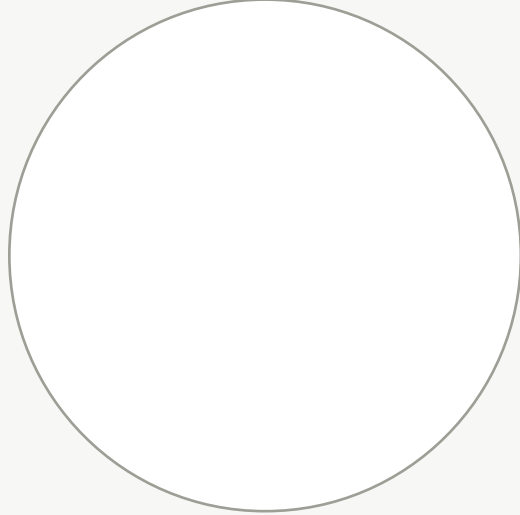
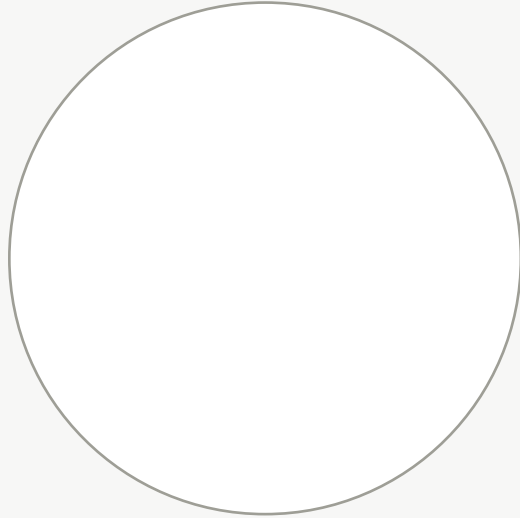
- Print **Terrific Textures warm-up sheet**, one per pupil (see p18)
- Open the **How to draw an elephant lesson presentation**
- Have the **How I Draw an Elephant video** ready to play (access all videos at: <https://www.tale2tail.org/videos>)
- Have the **Drawing Unusual Animals video** ready to play
- Have the **Animal Textures video** ready to play
- Print visual reference for each of four animals (see the lesson presentation)
- Materials: pencils, fineliners, watercolours, coloured pencils, sketching & watercolour paper, 6H pencil

ACTIVITY	TEACHER INSTRUCTIONS	TIME
Terrific textures warm up & quiz	<p>Give each pupil a Terrific Textures warm-up sheet and use the lesson presentation to show the animal textures and ask pupils to try to identify each animal. Ask what they think it feels like to touch each animal (texture).</p> <ul style="list-style-type: none"> • Younger pupils: hard, soft, furry etc. • Older pupils: rough, coarse, etc. <p>Have pupils practice drawing each texture on their worksheet.</p>	10 min
What does endangered mean?	<p>Review the lesson presentation to remind children what endangered means and to show how the cheetah, pangolin and elephant are affected by poaching.</p>	5 min
Film: How I Draw an Elephant	<p>Tell children they are going to learn how to make their own pictures of endangered animals. Watch How I Draw an Elephant video to show Axel Scheffler's process for illustrating endangered animals from start to finish.</p> <p>Then use the lesson presentation to ask pupils to choose an endangered animal to illustrate. You may wish to distribute visual reference for the animals. If pupils wish to choose a different animal, they might want to find a reference picture to follow Axel's process. As a class, you may also review the five stages in Axel's process.</p>	10 min
Film: Drawing Unusual Animals – the pangolin	<p>Explain pupils can use photographs (see visual reference in lesson presentation) to practise drawing their chosen animal in pencil. Watch Drawing Unusual Animals – the pangolin video.</p>	5 min
AXEL'S PROCESS Pencil sketch	<p>STAGE 1</p> <p>Have pupils do 2 or 3 practice versions of their animal and choose their favourite version. They may wish to trace their favourite version onto a new piece of paper.</p>	15 min

ACTIVITY	TEACHER INSTRUCTIONS	TIME
Texture talk (optional)	Use the lesson presentation to discuss: what is physical texture? (Rough skin. Slippery skin. Scales. Soft fur. Reminder of textures of different animals.) What is texture in an illustration? (Creating the <i>illusion</i> of having physical texture.) Ask pupils to think about their chosen animal and discuss with a partner. How might they create visual texture?	5 min
Film: Animal Textures	Tell pupils they are going to watch Axel to see how he takes a pencil drawing of an animal and uses ink, paint and coloured pencils to complete his animal illustration. Ask pupils to talk with a partner about the materials and techniques they'd like to try. (Optional) On separate sheet experiment with paint, coloured pencil, ink to make texture marks. Use the Terrific Textures warm-up sheet (see p18) as reference.	5 min
AXEL'S PROCESS Outline in ink	STAGE 2 Have children choose their favourite version and trace over it with ink or a fineliner. They may also wish to trace it onto a new piece of paper. Note how Axel Scheffler doesn't always trace his pencil drawing exactly. For example, when he traces his cheetah, he adds little lines to make it appear furry.	5 min
AXEL'S PROCESS Watercolours	STAGE 3 Have children colour in their animal. If using water colours, pupils will need to wait for them to dry before applying coloured pencil in the next stage.	20 min
AXEL'S PROCESS Coloured pencil	STAGE 4 Notice how Axel uses different colours and several layers on top of one another.	20 min
AXEL'S PROCESS Finishing touches	STAGE 5 Children may wish to erase their original pencil line and re-trace their animal using ink. They might also add further final touches of paint, ink or coloured pencil.	10 min
Gallery walk & discussion	Ask children to generate ideas about good behaviour in a gallery. Have them leave their work out on tables and walk around the room to view other illustrations as if in a gallery setting. Have everyone feedback.	10 min



Illustrations © Axel Scheffler

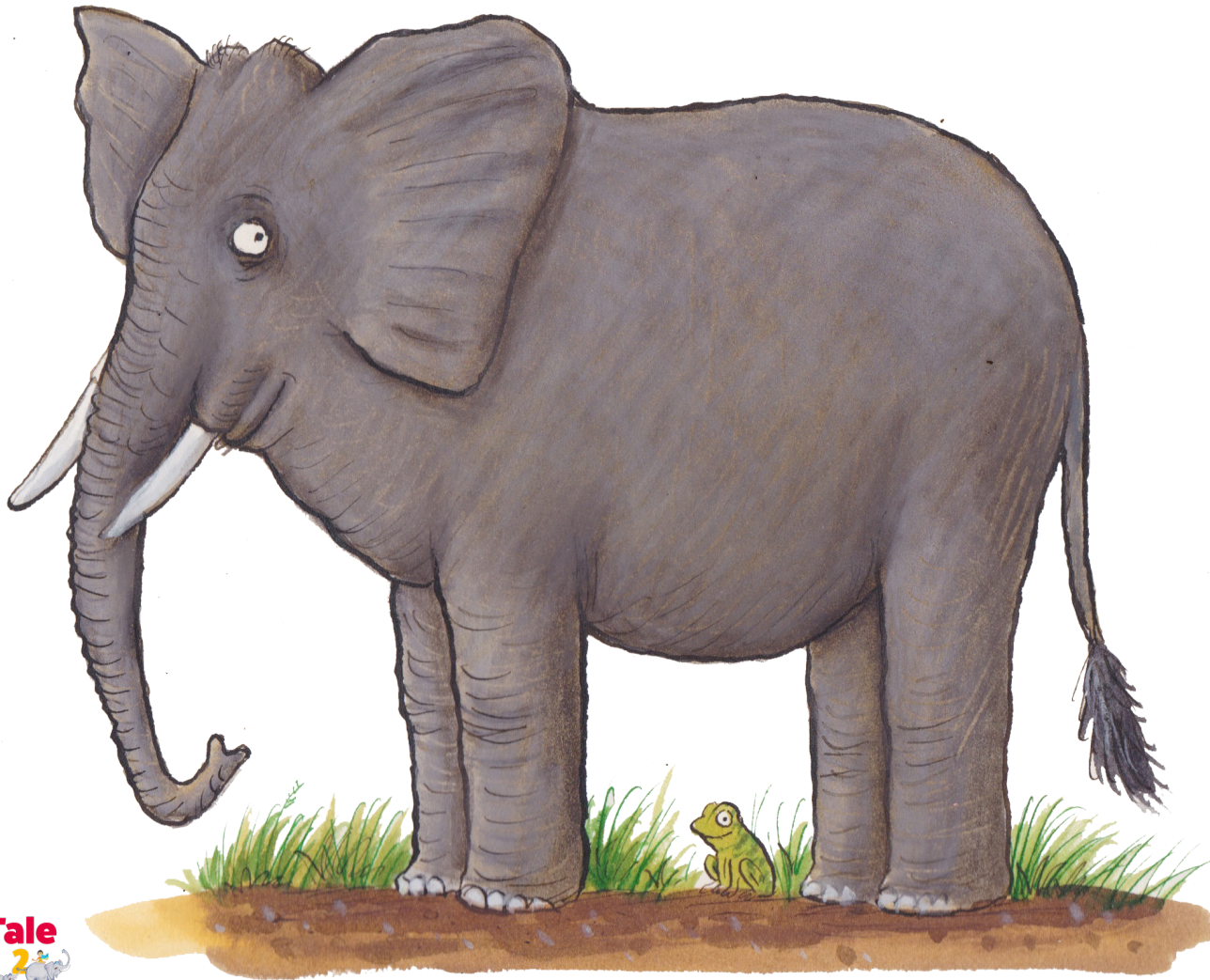


TERRIFIC TEXTURES

Warm-up time! Try copying the pattern of each animal texture in the circles. Use a pencil, pen or whatever you wish.

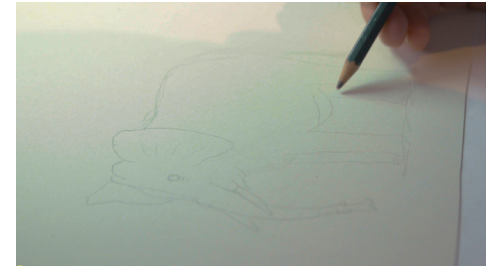
HOW I DRAW AN ELEPHANT

WITH AXEL SCHEFFLER



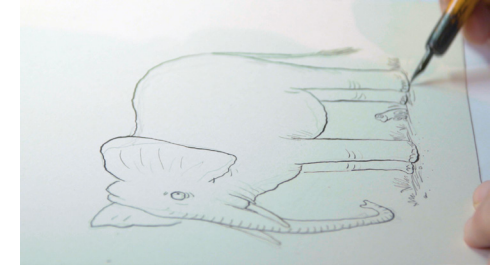
1

Pencil
sketch



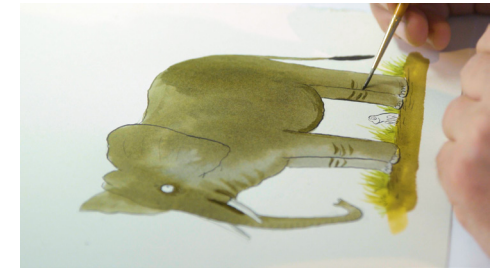
2

Outline
in ink



3

Watercolours



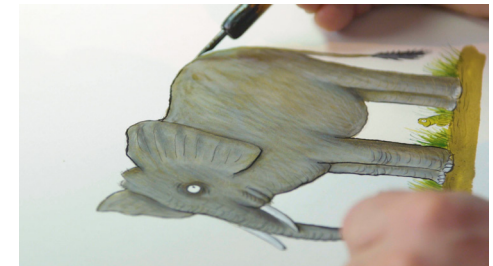
4

Coloured
pencils

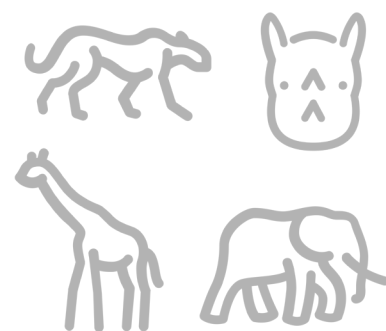


5

Finishing
touches



BECOME AN ANIMAL AMBASSADOR!



How your pupils and school community can consolidate what they've learned and take action to help endangered animals threatened by the illegal wildlife trade

ACTIVITY	IDEAS & RESOURCES
SPREAD THE WORD presentations & assemblies	<p>Have pupils share what they've learned by presenting to another class or preparing a school assembly.</p> <ul style="list-style-type: none"> Use The Poaching Problem (p7) to research ideas and Can we save the elephants? (p8) to think about what children can do to help. Resource: Tale2Tail charity video (https://youtu.be/xLLktRjOTtY)
WILDLIFE SHOWCASE collaborative art project	<p>Coordinate a collaborative photography, poster, illustration or multi-media exhibition in your school.</p> <ul style="list-style-type: none"> Use any of the activities (pp10–16) as inspiration or to develop children's skills in preparation for displaying their work. Invite parents or the local community into the school as a way to spread the word or fundraise. Use What is wildlife crime? (p3) and How to draw an elephant (p16) to inspire children to work together to write and illustrate stories.
SHARE THE PROBLEM awareness campaign	<p>Have pupils share what they've learned in a creative way that will inspire people to pay attention or look afresh at problems caused by the illegal wildlife trade.</p> <ul style="list-style-type: none"> Extend The Poaching Problem (p7) to have children research ways the illegal wildlife trade affects your locality. Have children create a poster, infographic or other response that highlights the threat of poaching (e.g. create a wanted poster for poachers or for an endangered species; create a pamphlet for parents educating them about the illegal wildlife trade; write to a local representative responsible for making or enforcing laws).
BE PERSUASIVE behaviour change campaign	<p>Help pupils plan and develop a campaign focused on changing people's behaviour, e.g. how can we persuade people to stop buying and selling ivory?</p> <ul style="list-style-type: none"> Extend The Poaching Problem (p7) to have children research ways the illegal wildlife trade affects your locality Extend Can we save the elephants? (p8) to look at who in your locality might be involved in helping or hindering the illegal wildlife trade. How might they be persuaded to think or act differently? Use the book study An Elephant for Breakfast (p10) to help children build knowledge of the different perspectives on the illegal wildlife trade and consider ways of reducing demand for ivory
RAISE MONEY fundraising campaign	<p>Have pupils plan a cross-school campaign to raise money to support an animal conservation charity.</p> <ul style="list-style-type: none"> Research a charity relevant to your locality or start with one of the recommended charities listed below on p22–23. Have pupils find an animal they love and see if they can help them in any way.

ACTIVITY

IDEAS & RESOURCES

**WHAT ELSE
CAN BE DONE?
think about
solutions**

Extend *Can we save the elephants?* (p8) as a way of finding out more about what's being done to stop the illegal wildlife trade. Have children use it as a basis for researching solutions and issues they find most relevant to their lives.

They might research and follow non-governmental organisations such as TRAFFIC and the World Wildlife Fund's Wildlife Crime Initiative that are working to end the illegal wildlife trade. You might ask pupils to explore:

- What is currently being done to tackle the illegal wildlife trade?
- What else can be done stop animals being poached?
- What else can be done to stop smuggling and trafficking?
- How can local communities help tackle poaching and trafficking in their area?
- What else do governments/charities/companies/individuals need to do?
- What is driving consumer demand?
- What can be done to reduce demand for ivory and other animal parts?

Write to Tale2Tail and tell us about the solutions you come up with and what else you want to know about this issue. What do other children around the world need to know?

**TRUMPET
ONLINE
social media**

Here at Tale2Tail, we would love to see your pupils' work and campaigns, so please share it using the hashtags #Tale2Tail, #Educate2EndDemand and #EndWildlifeCrime and tweet us at @tale2tail. Or contact us directly at kids@tale2tail.org.

Learn more about the illegal wildlife trade



[National Geographic Kids](https://www.natgeokids.com)

Browse loads of animal facts and stories of children trying to make a difference for wildlife.

[natgeokids.com](https://www.natgeokids.com)



[WWF teaching resources](https://www.wwf.org.uk/schools)

Discover Illegal Wildlife Trade resources tailored for both 8-11 years and 11-14 years exploring threats and solutions.

[wwf.org.uk/schools](https://www.wwf.org.uk/schools)



[Tusk](https://www.tusk.org)

Tusk helps African communities to fund wildlife conservation projects and protect local species.

www.tusk.org



[Tale2Tail](https://tale2tail.org)

Tale2Tail works to end demand for ivory and endangered wildlife by educating children to act for change.

tale2tail.org

CONSERVATION CRISIS

BY TUNZA GAMES



You'll take control of a wildlife reserve and manage its projects and budgets, while dealing with the realistic crises and obstacles facing conservationists in the field today.

Available for Android and Apple devices. Trial the game for free or £2.99 to buy. A share of the revenues fund conservation projects run by Tunza Games' partner charities to help protect wildlife around the world.

tunzagames.com

Find out about the great work of these organisations



Zoological Society London

ZSL runs both London Zoo and Whipsnade Zoo providing children with opportunity to explore animals and plants.

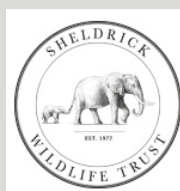
www.zsl.org



United for Wildlife

Conservation organisations, governments and global corporations work together to protect endangered species.

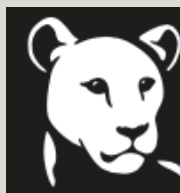
www.unitedforwildlife.org



Sheldrick Wildlife Trust

Dedicated to the protection of wildlife and the preservation of habitats in East Africa.

www.sheldrickwildlifetrust.org



Born Free

Works to protect wildlife in its natural habitat – finding solutions so humans and wildlife can co-exist peacefully.

bornfree.org.uk



Save the Rhino

Dedicated to stop poaching and habitat loss so rhinos will no longer be critically endangered.

www.savetherhino.org



Action for Rhinos

A grass-roots community organisation working to raise public awareness of the rhino poaching crisis.

www.actionforrhinos.org



Space for Giants

This conservation organisation's mission is to protect the landscapes that Africa's elephants need to survive.

spaceforgiants.org

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Elephant Family

Their mission is to save the Asian elephant by working with local experts to protect elephants and their habitats.

www.elephant-family.org



David Shepherd Wildlife Foundation

This conservation charity funds key projects in Africa and Asia working with endangered wildlife.

www.davidshepherd.org



Vulcan Foundation

Microsoft founder Paul G Allen's organisations' work includes the Great Elephant Census.

www.greatelephantcensus.org



WildAid

Programmes aim to persuade consumers to stop buying illicit products such as ivory, rhino horn and shark fin soup.

www.wildaid.org



Cheetah Conservation Fund

The CCF is dedicated to saving the cheetah in the wild and leads on research and conservation of cheetahs.

www.cheetah.org



Save Pangolins

A non-profit project whose mission is to conserve pangolins by transforming relationships between people and pangolins.

www.savepangolins.org



Conservation International

Working together with countries, communities and companies to build a healthier, more prosperous planet.

conservation.org

Find out about the great work of these organisations



Fauna & Flora International

Dedicated to conserving species and ecosystems worldwide, while choosing sustainable, science-based solutions.

www.fauna-flora.org



International Fund for Animal Welfare

Works to rescue individual animals, safeguard populations and preserve habitats.

www.ifaw.org



Stop Ivory

Aims to protect elephants and stop the ivory trade by implementing the Elephant Protection Initiative.

stopivory.org



African Wildlife Foundation

Its programmes and conservation strategies are designed to protect African wildlife and ensure its future.

www.awf.org



Born to Fly

Helicopter pilot Roger Gower died protecting Africa's wildlife. His family set up Born to Fly to educate to end poaching.

www.borntoflycharity.org



Wildlife SOS

Works to protect India's natural heritage, forests and wildlife, such as running elephant rescue centres.

www.wildlifesos.org



International Union for Conservation of Nature

Gives organisations knowledge and resources to solve environmental challenges.

www.iucn.org



Humane Society International

Envisaging a world where people treat the environment with respect and compassion.

www.hsi.org



Camilla Le May

Uses her sculptures to raise funds for rhino conservation. Shortlisted for David Shepherd Wildlife Artist of the Year 2018.

www.camillalemay.com



Wildlife Direct

Wildlife Direct works to transform conservation outcomes in Kenya with the aim of ending the poaching crisis.

www.wildlifedirect.org



The Nature Conservancy

Working for a world where people and nature thrive, conserving the land and water on which all life depends.

www.nature.org



Wildlife Conservancy

Saving wildlife and wild places worldwide through science, conservation action and education for over a century.

www.wcs.org



Worldbank Global Wildlife Programme

Promotes sustainable development by combating illicit trafficking in wildlife.

www.worldbank.org



International Elephant Foundation

Dedicated to the conservation of African and Asian elephants worldwide.

elephantconservation.org

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