


## THE ZOO

<b>Age group</b>	Primary, Grades 1 – 3
<b>Competency features</b>	Processing information 
<b>Aims</b>	<ul style="list-style-type: none"> <li>▪ to promote self-discovery</li> <li>▪ to promote positive self-evaluation</li> <li>▪ to promote friendly relations and cohesion in the class</li> <li>▪ to develop communication skills</li> <li>▪ to lead towards tolerating differences</li> <li>▪ to develop empathy</li> </ul>
<b>Timing</b>	45 minutes
<b>Location</b>	indoors
<b>Resources &amp; materials</b>	paper, colour crayons
<b>Description</b>	
<ol style="list-style-type: none"> <li>1. Teacher opens up with a chat about animals and what they are like (e.g., bear – strong, fox – clever, lion – brave, parrot – talkative, mouse – peckish, etc.).</li> <li>2. Teacher acts as a witch, "transforming" her pupils into animals. Every child chooses an animal that would share with him a positive value, and draws it. Pupils are reminded that they should not select an animal they simply like or would like to have at home. It must be an animal they share something positive with.</li> <li>3. Next, teacher and pupils sit themselves in a circle, and individual drawings are being presented to the others. The pupil must provide a reason why he has opted for this or that particular animal by saying, e.g., "I have decided to draw a bear because I am strong."</li> <li>4. Teacher discusses individual pictures. If someone has chosen a bear, teacher may ask whether the boy could make good use of his strength, if he could protect a schoolmate from harm should someone attack him, whether he has done it already, etc.</li> <li>5. As soon as the presentation is over, teacher gathers all the drawings in the middle of the circle. She points out how they differ and that, just like animals, everyone in the class is different. She likens the class to a zoo where various animals with various properties live together, and that it is this variety that makes the zoo attractive. She asks the pupils how they would like a zoo with lions only, or tortoises – Why, would it not be boring if we all were the same?</li> </ol>	

<b>Risks &amp; recommendations</b>	During this activity, the Ugly Duckling fairytale may be used. Teacher will go over the story together with the kids, asking leading questions about how the duckling possibly felt when everyone was making fun of it, humiliated it, refused to befriend it, and all that just because it was different from all the other ducklings in the pond. Teacher challenges her pupils to think about how they might have behaved to such a duckling, whether they might want to help it, and in what way. The story contents may be linked with what is happening in the class, with the teacher pointing out that it is not only in fairytales someone could come across as different and strange. At the same time she reminds her pupils of how the duckling felt about it all, which is to lead them to thoughtfulness and tolerance, accepting differences for what they are.
<b>Feedback</b>	
<b>Inspired by</b>	This exercise is based on the Trainer's Manual created as part of Renarkon project CZ.1.07/1.3.05/02.0005, Ostrava, 2010.
<b>Application in classes</b>	Czech; basic learning
<b>Notes</b>	