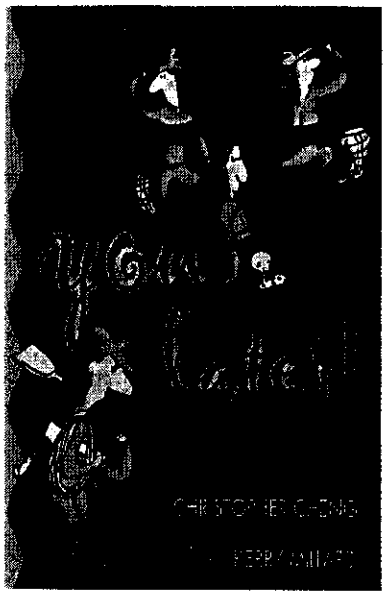


Zoo You Later!

by Christopher Cheng
illustrated by Kerry Millard

Teachers' Notes

WRITING ACTIVITIES

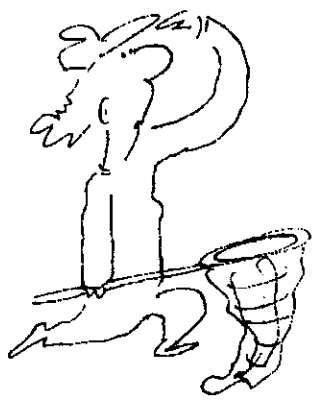
- An animal has escaped from the zoo and you are the media officer. What are you going to say in your press release? The same animal has been captured and returned to the zoo. Prepare another press release to announce this news.
- Write a report on the capture of a zoo escapee, first from the point of view of the keeper who must catch the animal, then from the animal's point of view.
- A zoo escapee returns to the zoo of its own choice. Why? From the escapee's point of view, write a report about why it returned.
- Imagine that you are a zoo escapee. Describe your escape from the zoo, detailing exactly how long you had been planning the escape and how you escaped. Describe your days of freedom, including what you did, where you got your food from, any scary encounters and any tricks you were able to play.
- The impossible has happened – a fish has escaped from the aquarium! Being as creative as possible, reveal how the escape happened and the end result. Make it wild. Make it crazy. Make it fun.
- You have been appointed the new security detective at the zoo. What tasks might you have? Describe your day.

RESEARCH PROJECT

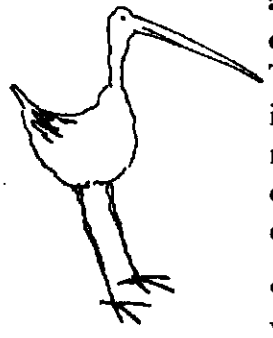
- Ask students to research an animal featured in *Zoo You Later!*, including information about the natural environment, location in the world, food source, reproduction, classification, status in the wild, size and special features. The research can then be presented as a report to the class, information cards, or computer presentations linked to your school's website.

CLASS ACTIVITIES

- Who Am I? Have each student make up clues about *Zoo You Later!* animals and present them to the class. Have the class guess which animal it is.
- Ask groups of students to search through magazines for photographs of animals used in advertisements. Students can then discuss why a specific animal might have been chosen for a particular ad. Students could choose a *Zoo You Later!* animal and create a print ad for a product of their choice featuring the animal.



- Traditionally, cages have prevented animals from escaping from zoos. Now, enclosures use other methods to prevent escapes, such as moats and hot wires. Have students invent new ways of preventing animal escapes. They could construct models and present talks on the new method of escape prevention.
- From research of the *Zoo You Later!* animals, students should know the natural environment for each. Have students choose one animal and place it in a different environment, then discuss the adaptations that would be needed for the animal to survive in this environment.
- Find out information about mythical animals (such as the bunyip, unicorn or triantiwontigongolope) or extinct animals (such as the dinosaur, dodo or Tasmanian tiger). Now imagine that these animals actually exist and design escape-proof enclosures for them.



- On a map of the world, have students identify where the animals in *Zoo You Later!* occur in the wild.
- Role-play an animal escape from *Zoo You Later!*

DEBATE TOPICS

- All zoos should be closed and the animals returned to their native habitats.
- If zoos are only places to go to see animals in simulated wild conditions, we no longer need them now that we have television and the internet.
- Zoos should be closed and the money put towards relieving human starvation.
- Keeping animals in cages is cruel.

DISCUSSION TOPICS

- In a perfect world, would there still be a need for zoos?
- What will the zoos of the next century be like?

- Where should money for animal conservation come from?
- What strategies can humans employ to conserve endangered animals?
- What should happen if a lion is found roaming the zoo grounds?
- You have been appointed to design a brand-new zoo that will be the home for a traditional collection of animals. What do you need to take into consideration?
- Describe the perfect zoo.
- Using the *Zoo You Later!* animals, discuss the ways animals move, their body coverings and their habitats.
- Why do we have open-range zoos?

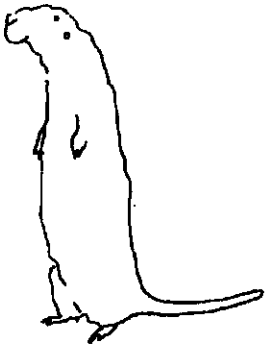
DESIGN A ZOO

* Select a range of animals, then design the perfect zoo to house them. What facilities, staff, exhibits and other requirements will you need?

* What food is needed in the zoo? Complete a list of food requirements for the zoo's population, and prepare a budget.

* Design an advertising campaign to promote your zoo and its special features.

ENCLOSURE DESIGN



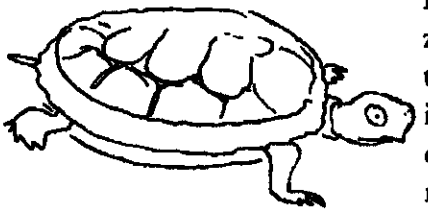
Discuss the requirements for enclosure design.

Animal needs: Animals need to be protected from harm, to be sheltered from the elements, to be in good health, to have an area of retreat, to be comfortable.

Keeper needs: Keepers need to work in safety, to clean the enclosures, to feed the animals, to treat sick animals.

Public needs: Zoo visitors need to be able to view the animals, to learn about the animals, to be safe from the animals.

Choose one of the *Zoo You Later!* animals. From their research about the animal, students could list all the things that they believe the animal will need, as well as the needs of the keepers and viewing public. Now ask them to design an enclosure that fulfils these needs. Build a model of the enclosure.



Most modern zoos have master plans that incorporate designs for animal enclosures. Contact your local zoo to obtain copies of these plans. Students could construct models of these enclosures, then visit the zoo to look at the real thing.

ZOO EXCURSION

* Look at and discuss the ways different enclosures meet the needs of the public, the zoo animals and the keepers. Examine the general layout of the enclosure.

* Sketch different enclosures, indicating the viewing position of the public.

* What are the protective mechanisms that the zoo uses to separate the people and the zoo animals? Where would the keepers' facilities be?

* Is there a way to make particular enclosures more naturalistic?

* What is the zoo doing really well?

* What could be improved?

* Is it possible for the animals to escape from the enclosures?

* Write a letter to your zoo letting them know the thoughts of your class.

* See if you can go on a behind-the-scenes tour of a zoo enclosure with a zoo keeper. Students can then see how the keepers' needs are met and how the animals needs are also met. This will help students model their enclosures.

* Make a list of zoo animals. As students move through the zoo, they need to find the animal and then note down the protective barrier that the zoo uses to stop the animal from escaping. For example, lion enclosures might have high straight walls. For burrowing animals, like wombats, a barrier must also have been constructed beneath the soil. What might the zoo have used? Encourage the students to find out.

SCIENCE

Classification

A simple activity to introduce classification would be to classify the class. Have students create classification criteria. Examples could include: girls and boys; glasses and no glasses; long hair and short hair; shoes or sandals; colour of clothing. Discuss with students the need for classifying.

Now build a classification table for the animals of *Zoo You Later!* Try different criteria for classification. Classify the animals according to movement, limbs, food source, country of origin, whether they live on land or in the water, and body covering. Have students create their own ways of classifying the animals.

Collect pictures of animals from magazines and the internet, making sure to include the *Zoo You Later!* animals. Have students classify these according to whether they are domestic animals or wild animals. Classify them according to other criteria.

Find out the biological classification and the scientific names of the different animals. For example, the biological classification for the gorilla is:

Kingdom:	Animalia
Phylum:	Chordata
Sub-Phylum	Vertebrata
Class:	Mammalia
Order:	Primates
Family:	Pongidae
Genus:	*Gorilla*
Species:	*gorilla*