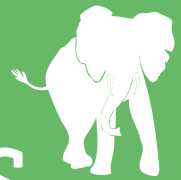




# Too Many Elephants



Communication: to listen to others





# Generic Task

## Dragon's Treasure



### Learning objective

**Communication:** to listen to others

#### Introducing the task 3 minutes

Explain that the chinese symbol for 'listen' is ears, eyes and heart. It is very difficult to listen with just your ears and effective listening relies on other senses too.

The game 'Dragon's Treasure' will give some time to explore this.



#### Running the task 12 minutes

You will need: to sit as a group in a circle, one chair in the centre of the circle.

1. Ask for a volunteer to be the 'dragon' sitting on a chair in the middle with a blindfold on.
2. Place the treasure around the dragon – this could be one item or a variety, e.g. a bunch of keys, tambourine, a marble in a small pot with a lid on or any other 'noisy' items.
3. Children from the circle are invited, one at a time, to steal the treasure. If the dragon hears someone moving they say 'STOP' and the thief has to freeze. The dragon points to where they think the thief is. If correct the thief sits down and someone else tries. If incorrect the thief continues and has to get the treasure back to their seat.

The dragon is only allowed 3 'STOPS' per thief – this makes them listen really carefully. Teacher says 'on the move' when a new thief begins.

#### Reviewing the task 5 minutes

Review the task by asking the dragon:

- how it felt to use only their ears to listen;
- what makes it difficult?  
(The dragon often points out that people making extra noise with feet or chairs in the circle make it hard.)

This gives an opportunity to ask group what they need to do to make it fair for the dragon.

#### Extension

This game can be developed by introducing an upturned chair as a bridge and piece of newspaper as a swamp – the thief has to cross the bridge and the swamp before they can steal the treasure.



# Science Embedded Task

## Too Many Elephants



### Learning objectives

**Communication:** to listen to others

**National Curriculum:** Sc1 1: 1, 1b, 2a; Sc2: 5a

**New Scientific & Technological Understanding:** engage safely in practical investigations and experiments to explore ideas, solve problems and gather and record evidence by observation and measurement.

**Ideas and evidence:** think creatively to try to explain how things work & to establish links between causes and effects.

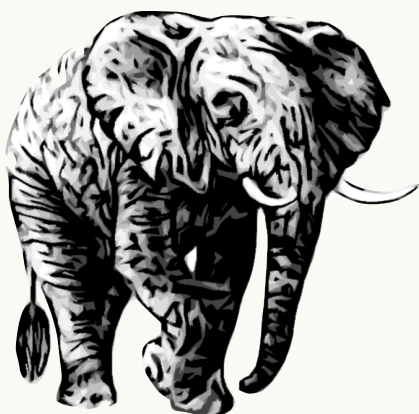
**Investigative planning:** ask questions that can be investigated scientifically and decide how to find answers.

**Living things and their environment:** think about ways in which living things and the environment need protection.

### Success criteria

To be successful the children will:

- listen to the views of others to identify important facts and ideas and how the person feels.
- develop and communicate an idea for keeping elephants away from farmers' crops.
- explain how the idea could be tested scientifically.



### Introducing the task 5 minutes

Explain to the children that this task is about listening to others. In this instance, first listening to three different people involved in a problem, listening to what they say and trying to decide how they feel about the situation. They also need to listen to other children's ideas about how the problem could be tackled scientifically. Relate this back to the generic task, highlighting that listening is often about more than just hearing words, but watching people's expressions and hand gestures etc.

Explain that the context is to do with elephants in Africa. Discuss briefly what the children already know about elephants.

### Running the task 60 minutes

1. Organise the children to work in pairs for this stage of the task. Use Task Sheet 1 to set the context.
2. Ask adults or older children to introduce the 3 characters and read out the scripts for each in the order shown. Readers should try to emphasise through tone of voice, facial expressions and body language the feelings indicated next to each paragraph. Whilst the script is being read out children should use the Too Many Elephants! Smart Listening Frame to circle words which they think link to what the person is saying.
3. After each script give pairs of children time to discuss and record their ideas on the Recording Sheet Review this part of the task with the whole class.

### Resources





4. For this part of the task organise the children into larger teams of 4 or 6. Introduce Task Sheet 2 which asks them to come up with their own way of dealing with the elephant problem. Remind them about the way Joshua, the elephant scientist, works, testing his ideas scientifically by using observations. Emphasise that when doing the presentation about their idea they need to explain how they could test it scientifically. Allow children time to develop their ideas (approx. 30 minutes).
5. Introduce each short presentation (a one minute time limit if wished). The children then vote on the various ideas to see which they think would work best.

### Reviewing the task 10 minutes

Ask the children to give examples of facts, ideas and feelings they were able to identify by listening to the characters in the activity. Ask for examples of questions which helped to clarify understanding of the ideas during the presentations. Discuss why it is important to test new ideas scientifically before they are developed further, e.g. why did Joshua test his idea about bees before he put hives on the farms?

Involve the children in making an overall judgement about how they worked on the task using the assessment for learning Smart Grid.





# Too Many Elephants! Task Sheet 1

For a long time Africa didn't have many elephants. They were hunted for their tusks and meat. But now in some places there may be too many elephants!

Listen carefully to what these three people think about the problem and come up with your own idea to help.



Zena



Game Park Warden

Phuti



Crop Farmer

Joshua



Elephant Scientist

Work with a partner.

Listen carefully to what each person says about the elephants.

Use the Smart Listening Frame to help you.

# Too Many Elephants! Character Scripts

Zena



Game Park  
Warden

"Here at the Acacia Game Park we have a huge herd of elephants. We have protected the elephants from poachers and hunters. People come from all over the world to see them. The visitors bring lots of money to our area."

Proud

"Unfortunately, we now think the herd may be too big. The elephants leave the park at night to look for extra food. They eat and trample down the farmers' crops. They even walk through the villages, someone could get killed!"

Worried /  
Concerned

"We will be able to move some of the elephants to another game park next year but we need a way to keep them away from the farms and villages now!"

Phuti



Crop  
Farmer

"We believe the elephants are very special animals but they should not be on our farms! "

Angry

"When the elephants come at night we go out with torches. We shout at them and throw stones but by then it is too late. The crops are destroyed. Sometimes the elephants run right through the village and we have to jump out of the way!"

Frightened

"We are very poor and we need to grow crops to feed our families. Without this food my children will starve. It's a terrible situation. I don't know what we can do."

Upset / Sad

Joshua



Elephant  
Scientist

"I have studied elephants for many years. They are wonderful animals that are very sensitive and intelligent. I have the best job in the world."

Happy

"Someone told me that elephants are scared of bees. I thought this could be a way to keep the elephants away from the farmers' crops. I tested the idea by playing the sound of bees buzzing near the elephant herds. You should see the elephants run! A huge animal scared of a little bee! "

Amused

"Now we are putting bee hives close to the farmers' crops to scare the elephants away. We need to check scientifically if this is working. I am counting how many elephants go into the crops with the bee hives and comparing this to the number of elephants that go into the crops where there are no bee hives. If the idea works it could really help the farmers."

Hopeful

# Too Many Elephants! Smart Listening Frame

While you are listening put a circle round any words which link to what the person is saying. Use a different colour pencil for each person.



## What people say about elephants

Elephants are:



beautiful  
dangerous  
special  
important  
wonderful  
valuable  
respected  
sensitive  
clever

They should be:



put somewhere else  
killed  
protected  
scared away  
moved  
respected  
helped  
looked after  
given more space

## How people feel about elephants



proud  
worried  
angry  
frightened  
upset  
sad  
happy  
amused  
hopeful

# Too Many Elephants! Recording Sheet



Zena

Game Park  
Warden

Two facts or ideas that Zena mentioned are:

(1)

(2)

This is how Zena feels about the situation:



Phuti

Crop Farmer

Two facts or ideas that Phuti mentioned are:

(1)

(2)

This is how Phuti feels about the situation:



Joshua

Elephant  
Scientist

Two facts or ideas that Joshua mentioned are:

(1)

(2)

This is how Joshua feels about the situation:



# Too Many Elephants! Task Sheet 2



Now you've heard about the problem can you come up with a new idea that might help to keep the elephants away from the farms?



You could think about:

- ways of scaring the elephants away from the farms;
- ways of making a barrier to stop the elephants;
- ways of encouraging the elephants to stay in the game park.

Work as a team. Come up with as many ideas as you can and then decide on your best idea.



Prepare a short presentation to give to the rest of the class which:

- explains your idea;
- describes how it would work;
- says what resources & equipment you would need to make the idea work;
- describes how you would test your idea to find out how well it works.

Make sure everybody in your group has something to say or show in the presentation.



Listen to other groups presentations.

- Ask questions afterwards to help you understand their ideas
- Vote on the ideas to decide as a class which one you think is the best.

# Support Cards Keep the elephants away from the farms



Could the elephants be  
scared off by...



noises  
other animals  
lights  
machines  
people

?

Could barriers keep the  
elephants off the farms e.g.



fences  
walls  
ditches  
hedges  
wires

?

Could the elephants be kept in  
the game park by giving them...



more food  
special treats  
water holes  
more space  
quiet areas  
less visitors

?

 We were <b>great</b> at the task because...	<p>we listened to the 3 characters and identified important facts and ideas, e.g.</p> <hr/> <p>we listened to the 3 characters and identified their feelings by..</p> <hr/> <p>we came up with an idea for keeping elephants away from the farms. It was...</p> <hr/> <p>we could test our idea scientifically by...</p> <hr/> <p>we listened to other peoples ideas and asked questions to help us understand them, e.g.</p>	<p>Next time we will ...</p>
 We were <b>good</b> at the task because...		
 We were <b>okay</b> at the task because...		

