



# **LionAid Teaching Pack**

## **Key Stage 2 Primary School Teaching Pack**



**Use Lion Aid's Teaching Pack to  
learn more about lions!**



## **The African Lion is in danger!**



**LionAid** is a highly effective charity, based in the UK, focused mainly, but not exclusively on reversing the catastrophic declines in lion populations, caused by the loss of habitat and prey, human/wildlife conflict, trophy hunting, trade in lion bone and lion body parts and cub smuggling for the pet and canned hunting trade.

**At LionAid**, we recognise the fact that if we are going to make more people aware of the threats facing lions, then we must start by educating the young people of today! By using this teaching pack, you will directly be inspiring a future generation of lion conservationists!

**In this pack, you will find:**

- **7 exciting lesson plans based upon the African Lion.**
- **A detailed resources section, including fascinating facts about the African Lion written by LionAid Director Dr Pieter Kat!**
- **A short quiz which you can use before and after the 7 lessons to assess the impact of this teaching pack.**
- **Details about how YOU can get involved!**



## Lower Key Stage 2

### 2014 English Curriculum Links

Below is a series of objectives from the new 2014 English Curriculum which the **LionAid** teaching pack could cover. There are other objectives which could be covered depending on the activity chosen in Lesson 4

#### LOWER KEY STAGE 2

##### READING

- Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- Asking questions to improve their understanding of a text.
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

##### WRITING

- Discussing and recording ideas.

##### SPOKEN LANGUAGE

- Ask relevant questions to extend their understanding and build vocabulary and knowledge.
- Articulate and justify answers, arguments and opinions.

##### SCIENCE: YEAR 3

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
- Identify that humans and some animals have skeletons and muscles for support, protection and movement.

##### SCIENCE: YEAR 4

- Identify and name a variety of living things (plants and animals) in the local and wider environment, using classification keys to assign them to groups.
- Construct and interpret a variety of food chains, identifying producers, predators and prey.



## Upper Key Stage 2

# 2014 English Curriculum Links

Below is a series of objectives from the new 2014 English Curriculum which the **LionAid** teaching pack could cover. There are other objectives which could be covered depending on the activity chosen in Lesson 4

### UPPER KEY STAGE 2

#### READING

- Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- Asking questions to improve their understanding.
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions.
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- Retrieve, record and present information from non-fiction.
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

#### WRITING

- Noting and developing initial ideas, drawing on reading and research where necessary.

#### SPOKEN LANGUAGE

- Ask relevant questions to extend their understanding and build vocabulary and knowledge.
- Articulate and justify answers, arguments and opinions.

#### SCIENCE: YEAR 5

- Explain the differences in the life cycles of a mammal.
- Describe the life process of reproduction in some plants and animals.

#### SCIENCE: YEAR 6

- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.
- Give reasons for classifying plants and animals based on specific characteristics.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.



## How YOU can get involved!

- 1. Take part in the quiz we have included in this pack. How about competing with other classes or other schools to find an overall lionheart?**
- 2. Organise your own event at your school or in your local community to help raise awareness of the threats facing the African Lion. Let us know how you get on using the contact details at the bottom of this page!**
- 3. Give a talk on African Lions and the work that LionAid is doing to protect them to your local school or to your local community!**
- 4. If you are able to, why not get one of the LionAid Trustees to give a talk to your class at school? Contact us through our Skype partnership page:  
<https://education.skype.com/partners/170-lion-aid>**
- 5. Perhaps, consider organising a fundraising event to help support our African based conservation projects. You can find two sponsor sheets on pages 31 and 32.**
- 6. Take part in our Draw Out The Lion In You event by drawing a picture of a lion and emailing it to us at [info@lionaid.org](mailto:info@lionaid.org). This will mean your picture will be shown at Trafalgar Square, in London, next year as part of LionAid's latest raising awareness campaign.**
- 7. If you are passionate about lion conservation, and want to get more involved in the work that we do, why not consider applying to become a Young Ambassador for LionAid? In addition to supporting LionAid in any of our future campaigns, it would give you the opportunity to write and record blogs for our website and get support from LionAid to organise your own fundraising and raising awareness events.**
- 8. Get together with your classmates to record a song about lion conservation. Children in Tanzania and the UK are already doing this! You can take part as well!**

**If you would like some more information, or perhaps you want to apply to become a Young Ambassador for LionAid or maybe you want to share with us some news about an event you have organised, then please email us via [info@lionaid.org](mailto:info@lionaid.org), or get**

**Twitter - @LionAid**

**Facebook - <https://www.facebook.com/Lionaid>**





# Lesson One

## What is a lion?

### Objective

**I know some basic facts about a lion.**

**I understand how to make clear and concise notes.**

### Assessment for Learning

**Before you start using the following lesson plans, we strongly recommend that you use the **Assessing the Impact** sheet which can be found on page 20 in the resources section of this pack. Ask your pupils to complete the quiz at the start of this lesson, then ask them to do the same at the end of the final lesson. Use the evidence to assess the impact this pack and your teaching has had over the lessons.**

### Introduction

**Share the children's facts from the lesson opener and mind map their findings on an interactive whiteboard.**

**Explain that today they are going to be researching facts about wild lions.**

**In mixed ability pairings, ask the children to generate three questions they want to answer about lions.**

**Less able or special needs children (SEN) may require teacher support.**

**You may wish to challenge your more able children by asking them to come up with more questions, focusing particularly on the lion's anatomy and how it is built to help it hunt large prey.**

**Before researching, share questions as a class and note down good examples on the IWB, coloured paper or post—its. The questions could also be placed up on a display wall.**

### Mixed ability task

**In mixed ability pairs, children should use laptops or Ipads to research facts about lions on this website:**

**<http://www.wildlifeextra.com/go/world/lion-facts.html#cr>**

**If you do not have access to the Internet, or find the website too detailed for the ability of your pupils, then there is a **Lion Conservation Overview** and two page **Lion Fact Sheet** in the resources section of this pack on pages 21-24.**

### Extension

**You may wish to challenge your pupils further by showing them a picture of a male lion's mane and asking the pupils to research the purpose of a mane. (Manes make male lions appear more intimidating to potential rivals. Manes also allow lions to assess one another from a distance. Also, it is possible that manes may provide some protection during fights, but this may require**



# Lesson One

## What is a lion?

**Further investigation. Finally, a common misconception is that lionesses are attracted to males with darker manes, as the evidence to support this theory is rather limited). You can find a pictures of male lions' manes on page 25 in the resources section of this pack.**

**Using A3 pieces of plain paper, children can note down the facts and answers they find through their research. Again, these sheets could be put up on a display after the lesson.**

**You also may wish to model how to make good notes from research prior to the children starting this activity.**

**For the mixed ability work, teacher support may be required to support the research and note taking of less able or SEN children. Your own lesson outcomes regarding the number of facts researched should be set for this activity. These outcomes should depend on the ability of the children and the time available for research.**

**Encourage the children to add illustrations, but ensure that they label these clearly.**

### Plenary

**To assess the children's achievement, ask each group to share with another group on their table their facts about lions. Focus on how the lion is built to hunt large prey. After this, ask the children to share with the class a group/ or individual, who they think has achieved today's objective and why.**

**Try to reinforce the main threats facing lions (the children will hopefully have researched these).**

**Persecution from humans for lions killing livestock and in some cases, even humans**

**Loss of prey**

**Habitat loss and conversion**

**Trophy and Canned hunting**

**Disease**

**Lions are now being targeted to meet the demands of the illegal wildlife trade market, e.g. the Asian medicinal market.**



# Lesson Two

## Lions and People

### Objective

**I understand the relationship between lions and the surrounding human population.**

**I can give my opinion clearly.**

**I can listen to and challenge the view of others.**

### Assessment for Learning

**Before you start the lesson, ask the pupils to list what they can remember about lions from the last lesson. Address any misconceptions the pupils may still have.**

### Introduction

**Tell the children that the lion is classified as a 'vulnerable' species. Discuss with the class what they think this means and can they remember why the lion is 'vulnerable.'**

**Tell the class that lions are a 'vulnerable' species that faces a number of threats to its survival in the wild, which are as follows:**

**Persecution from humans for lions killing livestock and in some cases, even humans**

**Loss of prey**

**Habitat loss and conversion**

**Trophy and Canned hunting**

**Disease**

**Lions are now being targeted to meet the demands of the illegal wildlife trade market, e.g. the Asian medicinal market.**

### Role Play: Conscience Alley

**Imagine you are the owner of a reserve in South Africa. Your reserve has lots of incredible wildlife: such as elephants, rhinos, cheetahs, leopards, buffalo, wild dogs and lions. At the moment you allow tourists to come to your wonderful reserve and take photos of the wildlife.**

**The owner of the neighbouring reserve keeps telling you that you should let hunters also come to your reserve and shoot your wildlife, particularly lions, for sport. The owner tells you that it will make you even more money and that you will be able to buy more animals for your reserve to replace the ones that have been shot.**

**However, one of your friends tells you that you should not let people hunt your wildlife for sport. They say that it is never right to take the life of an animal in the name of sport, and that hunters mainly want to shoot the male lions, which causes catastrophic results to their prides as new prides come in and kill the recently born cubs and often drive out any older siblings who they regard as future rivals. Furthermore, your friend tells you that there are barely 15,000**



# Lesson Two

## Lions and People

**lions left in Africa and we should be trying to protect them rather than letting people shoot them?**

**Ask the class to consider: What should the owner do? Should he let people hunt his animals so he can make more money?**

**Carry out the **Conscience Alley** activity.**

**Note: (**Conscience Alley** is a drama activity where one individual, acting as the reserve owner, stands at the end of two parallel lines of children, who face one another. The owner walks down the alley, listening to the advice from every child).**

**After this activity, explain to the class that some people believe that the way to save lions from extinction is to allow people hunt an agreed amount of them. Others though, like LionAid, strongly disagree with this!**

### Debate

**Do you think hunting can save lions? Split the class into two halves. One side is to argue in favour, and the other side is to argue against the idea.**

**For less able or SEN children, arguing **against** the idea is often an easier concept to understand so it may be better to allow them to join that side.**

**The **for** argument may require some teacher support. A lot of children may be strongly against this, and therefore they may struggle to come up with some ideas for how it could save lions, the habitats they live in and support local communities.**

**Allow the class sufficient time to formulate their arguments and then move onto the debate, with the teacher acting as the chair.**

### Plenary

**After the debate, allow the children to vote for whom they think is right.**

**Have three areas (**in favour, against and undecided**) around the classroom for the children to move towards in order to indicate their vote. After a countdown, ask the children to move towards the correct area to indicate their vote. Discuss the results as a whole class and the message they portray.**

**Hopefully the debate will have shown that there is no clear answer when trying to manage the interests of both threatened animals and local communities, but that if we are going to conserve lions, we should be looking for alternative methods rather than allowing people to hunt them for sport.**

**Reinforce with the children that in order to conserve any threatened animal, we must understand the impact both local and global human populations have upon its survival. It is imperative that conservationists find a way to support the requirements of not only a 'vulnerable' animal, such as the lion, but also the local human population that lives alongside it every day.**



# Lesson Three

## The cultural and historical significance of the lion

### Objective

**I know the cultural and historical significance of the lion.**

**I know the main events from a traditional story.**

### Warm up

**Discuss what we mean by historical and cultural significance. How can an animal be culturally significant? Do they know of any animals which have been significant to people in the past? E.g. Cats and the Egyptians.**

### Introduction

**Tell the class that for many years, lions have been used in symbolism, religion, culture and art.**

**Lion fossils dating back to around 3.5 million years ago have been found at Laetoli in Tanzania. Even back then, lions were already fearsome predators and the top carnivore on the African plains, where our distant ancestors struggled to survive. Early human populations migrating from Africa into Europe and Asia, found lions already established, calling for sharpened skills and spears to remain safe.**

**When early humans arrived in Europe and central Asia after migrating from Africa for the second time, they again encountered already established lions.**

**These lions were a bit smaller, and have been named as 'cave lions.'**

**Not that they particularly lived in caves, but that was where their early fossil remains were found. Cave lions became extinct as recently as 10,000 years ago. Cave lions ranged widely, and their fossils have been found in England, Germany and Spain.**

**Not surprisingly, human populations in Europe started to create images of the lion, representing them in cave paintings, ivory carvings and clay figurines. The earliest of these came from cave paintings in France, possibly dating to over 30,000 years ago. These paintings show female lions hunting as a pride.**

**Continue by telling the class that Egyptian culture also had a close bond with lions, dating well back to the days of the Pharaohs. Egypt has probably one of the best known representations of a lion - the Sphinx, a statue built about 2550 BC by the Pharaoh Khafre. Later Pharaohs were also depicted as sphinxes, and Bast, the cat goddess of protection, was originally portrayed as a lion.**

**Lions survive in India to this day, in the small Gir Forest Reserve where they live alongside resident villagers and their cattle. There are maybe only 400 of these Indian lions left. Not surprisingly, lions are represented widely in Indian culture. For example, the Hindu deity Narasimha is portrayed as a half man half lion, and was worshipped as a deity, especially in the south, where he was known as the Great Protector, defending and protecting devotees in times of need. Lions are considered sacred animals by Hindus and lions feature on the Indian coat of arms.**



# Lesson Three

## The cultural and historical significance of the lion

**In the Bible, the lion is referred to 130 times! The power of the lion is used as a reference to the power of Jesus (Behold the Lions of the tribe of Judah. Book of Revelations 5:5).**

**Lions have also accompanied Kings into battle. For example, Rameses II went into battle and was accompanied by a lion called Auto-m-nekht. The lion would run alongside his chariot and attack anyone who dared get too close to the ruler.**

**In ancient Egypt, lions were believed to have been Gods, (Sekhmet). In the Near East, the lion was deified and mediaeval symbolism imbued the lion, making him the protector and companion of certain saints. (Source: Gareth Patterson, (2000), Making a Killing)**

**Lions are still hugely important in our culture. We have a film made by Disney called the 'Lion King,' we have the cowardly lion in the Wizard of Oz, and Aslan in the film about 'Narnia.'**

**You can walk around your town and find many representations of lions, whether they be statues, door knockers, pub signs or fountains. There are many songs and stories written about lions. You can find a gallery of lions being used in this way below and on page 30 in the resources section of this pack.**



### The Maasai Story

**This story was told to Dr Pieter Kat, one of the Directors of LionAid, by the Maasai. The story can be found on page 26 in the resources section of this pack.**

**Tell the children that the Maasai are a tribe that live in Kenya and Tanzania. They herd cattle and have lived with wild animals for hundreds of years.**

**The Maasai have great respect for lions, although they will try to kill them when lions eat their cattle. There are many stories about how lions save women and children and protect them when they are walking in the bush.**

### Independent/ Group work

#### Less able:

**Using the comic strip from the resource section (page 27), children can retell the story by completing seven boxes. They can use both drawings and speech bubbles to aid their recounts. The sequence of events may need jotting down on a white board as a reference.**

**If possible, you may wish to verbally recount the story using a laptop or Ipad as well.**



# Lesson Three

## The cultural and historical significance of the lion

### Able:

**Children to work in groups of 4 and by using freeze framing, retell the story. Encourage the children to be as creative as possible. This could be by letting them recount the story in a different format, e.g. as a news report. Allow the groups time to plan and practise their freeze framing. Use a camera to record each group's performance and if possible, encourage any other groups watching to assess the performing group's freeze frames.**

### More able:

**Children write a diary entry, pretending to be a character from the story they have read. Challenge the children to use descriptive language, complex sentence structures and punctuation. Children to use also write a clear introduction and conclusion to their tale. Teacher to support and possibly scribe for any SEN pupils if needed.**

## Extension or AMA work

**Ask the children to plan, and if there is time also write, their own traditional tale involving the Maasai tribe and lions. If the children struggle, they could even use the same characters from the Maasai story . Again, you may wish to incorporate technology by getting the children to record their stories using laptops or Ipads.**

## Plenary

**As a whole class, watch the photographs of the able group's freeze framing and using 2 stars and a wish, ask the children to assess their performance.**

**Then, allow children from all ability groups to share their diaries and comic strips with the rest of the class.**



# Lesson Four

## How you can help spread the word!

### Objective

**I can design and create my own conservation advert as part of a group.**

**I know how to work effectively as part of a group.**

### Task A

**Using response partners, ask the children to discuss the key features of working well as a group. Create a set of rules for working well as a group on a A3 piece of paper. Tell the children that these are the rules they must abide when working as part of a group during the next 3 lessons.**

### Introduction

**Tell the children that after learning about the lion over the last few lessons, they are now going to create their own creative conservation advertisement, aimed at raising awareness about the lion and its conservation status.**

**Explain that conservation charities, like **LionAid**, often use magazine adverts, billboards, t-shirts, posters etc to raise awareness about the different animals they work hard to protect.**

**In response partners, ask the children to recap the reasons for why lion populations in Africa are**

**declining. After a few minutes, feedback the reasons as a class and note these down on the Interactive Whiteboard.**

**Tell the class that they are going to work in groups of two, three or four to plan, develop and perform or present their own conservation advert over the next three lessons. Allow the children as a whole to decide the size of their groups. Also, it is completely fine if a child wishes to work independently for this activity.**

#### Note:

**This activity can be carried out in any way that fits the ability of the children, the resources within the school or the preference of the teacher. The activity can be structured by giving the whole group a single focus and leaving it up to them how they design it.**

**For example, you may wish the whole class to create a t-shirt. However, it can also be more unstructured by giving the children their own choice to design a conservation advert in any medium.**

**For example, one group may choose to create a t-shirt, while another group might create a television advert using Apple iMovie. While the following lessons in the teaching pack will be based around the last idea (unstructured), they can easily be adapted to suit a more structured idea.**

**Through your choice of activity, there are several objectives from the 2014 English Curriculum which you may be able to cover, particularly in the English Curriculum if you choose**



# Lesson Four

## How you can help spread the word!

to create your own.

### Ideas:

**T-shirt, blog, iMovie, downloadable app, podcast, leaflet, game, song, fact file, story, poster, a dramatic performance, radio advert, a choral performance, play script, written poem or persuasive letter.**

## Mixed ability work

**Explain that before any wildlife conservation charity like **LionAid** produces any type of advertisement, it always plans and designs it in detail before officially releasing it for the public to see.**

**In their groups, give the children the rest of the lesson to draw or write up a presentable plan or design for their resource. You may choose to model how you wish the class to set out their design if you have a particular preference.**

**Remind the groups that they should also list the materials they will need so they can be organised for the next lesson.**

**Teachers should roam the class, listening to ideas and highlighting good practice as well as support those children who may find this level of creativity difficult.**

### Please note:

**LionAid would love to see any examples of work that you produce, so feel free to email us any videos or pictures to: [matthew@lionaid.org](mailto:matthew@lionaid.org) and we will happily add them to our 'Kids for Lions' blog on our website!**

## Plenary

**Allow the groups to share their designs with the rest of the class. Encourage the other groups to assess their ideas by commenting on good aspects of the design, whilst also making recommendations. If there is time, you may wish to give the groups time to amend their designs after this part of the lesson.**

**You may also want to ask the children to nominate people who they feel abided by the class rules of working as a group.**



# Lesson Five

## How you can help spread the word!

### Objective

**I can design and create my own conservation advert as part of a group.**

**I know how to work effectively as part of a group.**

### Warm up

**Use this time to organise the class in their appropriate groups and hand out equipment. You may also want to reinforce the rules for working as part of a group again.**

### Introduction

**Tell the class that they have this lesson to create their conservation advert. Recap with the class as a whole what they have to do to work effectively as a group.**

**You may wish to use this time to model how to use any equipment or how to create an advert if you have chosen to do the same as a whole class, e.g. how to paint accurately onto a t-shirt. Before the groups begin, remind them of the importance of using their design to help guide their work.**

### Mixed ability work

**The children are to work in their groups from the last lesson to create their advert.**

**Again, teacher support should be with groups as required.**

### Plenary

**Ask the class to suggest children from their groups who they think achieved today's objective of working well in their group.**

**Encourage the children to share their reasons for their choices clearly.**



# Lesson Six

## How you can help spread the word!

### Objective

**I know how to present my advert clearly.**

**I can clearly explain the reasons behind my choices.**

### Introduction

**With the help of the class, move all the tables and chairs to the back of the class to create a large area. Sit the class down in their groups, leaving space at the front of the classroom for a single group to perform or present their advert.**

**Take the time to establish, as a class, the rules for how the audience should act whilst groups are performing or presenting. These suggestions could be noted down on a IWB as a constant reminder if possible.**

**After this, ask the class what they think they might want to know from each group when they present their advert (this is not required if the advert is a performance), E.g. How was it made? What materials were used?**

**Note down these suggestions on the IWB or a large piece of paper for the groups to refer back to.**

### Mixed ability work

**Allow each group to come to the front of the class and perform or present their advert. After each group has finished, allow the audience an opportunity to ask any questions they may have. Then, after**

**any questions, ask the class to use 2 stars and a wish, or any alternative assessment method, to assess a group's advert.**

### Plenary

**After each group has performed, ask the class which adverts they liked and encourage them to explain their choices clearly.**



# Lesson Seven

## How did we do?

### Objectives

**I can critically evaluate the effectiveness of my own conservation advert.**

**I can make realistic suggestions about how I could improve my advert.**

### Warm up

**Ask the class what they think it means to critically evaluate a piece of work. Allow the children to share their ideas and ensure they understand what a critical evaluation is.**

### Introduction

**Explain that after a conservation charity has designed, produced and presented or performed their advert, they reflect back on their progress.**

**This allows them to remember and celebrate good techniques or ideas they had used as well as understanding why any mistakes were made to ensure they don't happen again.**

**Take this time to recap on the evaluations at the end of the last lesson again as a class. Model how to fill in the evaluation sheet from the resource section, showing how to fill in the sheet.**

### Independent work

#### Less able:

**As a table, give each pupil evaluation sheet A (page 28) and work through each question as a group. Get a child to read out a question, and then discuss possible answers as a table. Give children time to complete it, then move on to the next question.**

#### Able:

**Children to complete evaluation sheet A independently and critically evaluate their performance.**

#### More able:

**Give children evaluation sheet B (page 29). Children to complete the sheet independently, with the added challenge for them to write how they could use some of the skills they have learnt in the future at school or at home.**

### Extension

**If children have completed the activity above, allow them to start writing up basic instructions for how they created their advert. This can be done using drawings with basic instructions for less able pupils, up to a set of full instructions for any AMA pupils.**

### Plenary

**Allow the children the time to share their evaluations with the rest of the class. Focus on any common problems each group had and discuss how could these be avoided in the future.**

### Assessment for learning



# Lesson Seven

## How did we do?

**Give the pupils the **Assessing the Impact** sheet from page 20 in the resources section of this teaching pack once again and ask the children to answer the questions. You can now use this as evidence for the impact this pack and your teaching has had over the last seven lessons.**



# **LionAid Resources**

## **Key Stage 2 Primary School Teaching Pack**



**Use these resources to support the  
delivery of this pack's lessons**



## **Assessing the impact!**

**As we all know, assessing the impact of everything we do now in schools is vital to understand how much pupils have progressed during a lesson or a club. You can do this by using this quiz before and after the lessons in this teaching pack.**

### **COMPLETE THIS QUIZ TO TEST WHAT YOU HAVE LEARNT!**

- 1. HOW MANY LIONS DO LIONAID ESTIMATE TO BE LEFT IN AFRICA TODAY?**
- 2. NAME THREE CAUSES OF THE CATASTROPHIC DECLINE IN LION POPULATIONS?**
- 3. ABOUT WHAT AGE ARE YOUNG MALE LIONS EVICTED FROM THEIR NATAL PRIDES?**
- 4. HOW CAN FEMALE WITH YOUNG CUBS PROTECT THEM FROM INCOMING MALES?**
- 5. HOW DO YOUNG CUBS LEARN TO HUNT DIFFERENT TYPES OF ANIMALS?**
- 6. ARE LIONS CARNIVORES OR HERBIVORES?**
- 7. HOW DO LIONS GET THE VITAMINS THEY NEED?**
- 8. WHAT PERCENTAGE OF CUBS DIE BEFORE REACHING THE AGE OF TWO YEARS?**
- 9. HOW MIGHT A YOUNG CUB BE KILLED?**
- 10. HOW MANY YEARS BEFORE LIONS MIGHT BECOME EXTINCT?**
- 11. WHY MIGHT RURAL COMMUNITIES WANT TO KILL LIONS?**
- 12. HOW CAN CATTLE ENCLOSURES BE PROTECTED FROM RAIDS BY LIONS?**



## Lion Conservation Overview!



**Scientific name: *Panthera leo***

**Countries with a possible future in: 14**

**Countries extinct in: 25**

**Countries virtually extinct in: 10**

**IUCN status: Vulnerable**

### **Threats:**

**Persecution from humans as a result of lions killing livestock and, in some cases, humans.**

**Loss of prey.**

**Habitat loss.**

**Trophy hunting.**

**Disease.**

**Lions are now being targeted to meet the demands of the illegal wildlife trade market, e.g. the Asian medicinal market.**

### **Conservation facts:**

**In the 1960s, there were around 200,000 lions, however now there are only 15,244 now left. In western and central Africa, the lion is close to extinction, with one 645-795 lions left. In eastern and southern Africa there are 14,450 lions left. Lions have lost 80% of their historic range. Only 5 populations; 1 in Botswana/Zimbabwe, 3 in Kenya/Tanzania and 1 in South Africa, are believed to each contain more than 1,000 lions. In India, a population of around 400 exists in the Gir Forest.**



# Facts about the African Lion!

By **Dr Pieter Kat**



**Lions** live in prides, and they are the only “social” cats. Actually, **lions** are not all that social, but they do tend to hang out with each other more than other cats.

**Lion** prides are based on female **lions**. The females largely stay put in a particular territory and raise their cubs there. Male **lions** come and go.

Young male **lions** are evicted from their natal prides by their mothers or incoming adult males when they are between 3 and 4 years of age. They then travel large distances, but studies have shown they then take over prides close next door to where they were born.

When adult males take over a pride, they mate with the resident females. But when the females give birth to cubs, these adult males start exploring neighbouring pride territories to mate with females there.

Neighbouring **lion** prides therefore contain very many related individuals. A **lion** will encounter both **lions** they know well and **lions** they occasionally encounter. Even within the same pride, females might not see each other for many months at a time. When new males take over a pride, the females that already have cubs will retreat to the fringes of their territories to raise those cubs. When the cubs are grown and independent, these females will re-join their prides.



# Facts about the African Lion!

By **Dr Pieter Kat**

**Male lions supposedly kill the resident cubs when they take over a pride to “bring the females back into estrus”. While this has been observed to happen, it is not the norm. Females already pregnant when new males come into the pride will have their cubs accepted. Females with young cubs already born can protect them from the incoming males by mating with them. On one occasion in my lion study in Botswana, a female with four-month old cubs also had them accepted by incoming males after she mated with them. Male lions can’t count, and females are clever.**



**Lions do get diseases. There is no way for lions to be treated, unlike domestic cats and dogs. This is one of the reasons why lions have such a short life. Female lions in the wild live to a maximum of 14 years and male lions live to a maximum of 12 years. Despite their image, lions are quite fragile and we need to take a lot better care of them. We cannot vaccinate, but we can help to prevent them from getting diseases.**

**Lions have “culture”. This means that the cubs learn from their mothers how to hunt certain types of animals. In my study in Botswana, the Santawani pride killed lots of giraffes but never a baboon. The neighbouring Gomoti pride killed lots of baboons but hardly any giraffes.**

**All lion prides in an area contain related individuals. They should be seen as “super prides” and not individual units. I have seen members of two different prides feeding off the same giraffe and buffalo carcass.**



# Facts about the **African Lion!**

By **Dr Pieter Kat**



When **lions** kill a big animal like a buffalo, the formerly friendly **lions** become very aggressive towards each other when feeding on the carcass. This surprised me - if you have over a ton of meat to eat, why fight over it? The answer is that **lions** fight over a carcass because each wants the “juiciest” bits - the organs. **Lions** are carnivores, but that does not mean they get all their nutritional requirements from meat alone. They need vitamins that come only from organs of their prey animals. So that is what the fight is about - forget the ton of meat, the **lions** compete among themselves for the liver, kidneys and intestines.

**Lion** females have big problems in raising cubs, which is why **60%** of all cubs die before reaching age 2 years. The biggest problem females have is that they need to feed themselves after their cubs are born. Females try to hide their cubs in “dens”, and this might work for some time. After their cubs get bigger, the females just leave them on open plains while they go hunting. **Lion** cubs are susceptible to a large number of other predators like hyenas and leopards for a start. It is not easy being a small **lion** cub.

# LIONAID

## Male Lion's Mane



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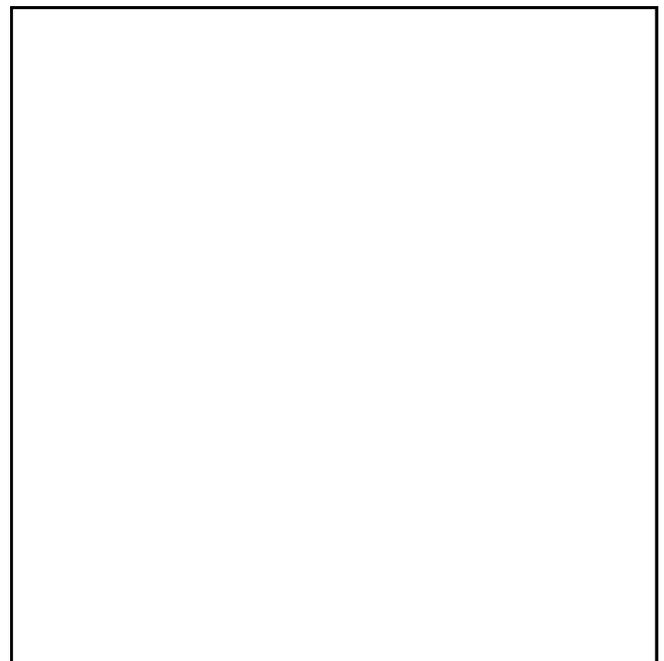
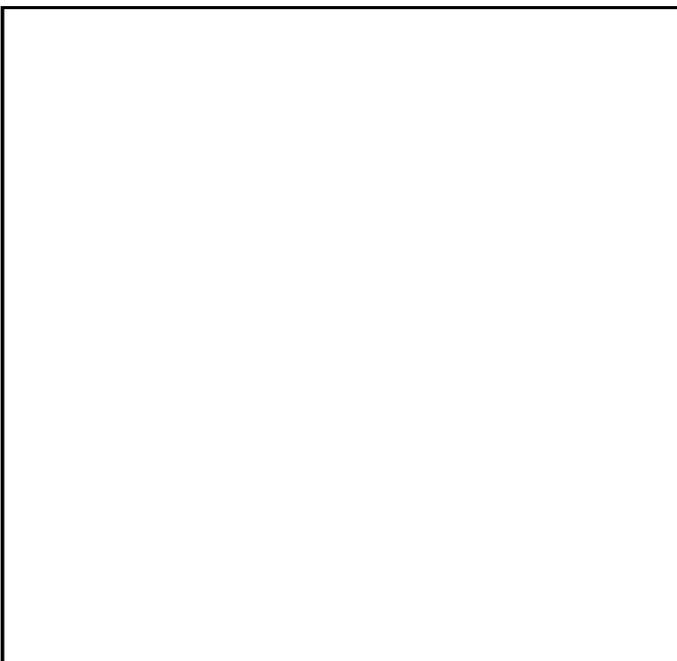
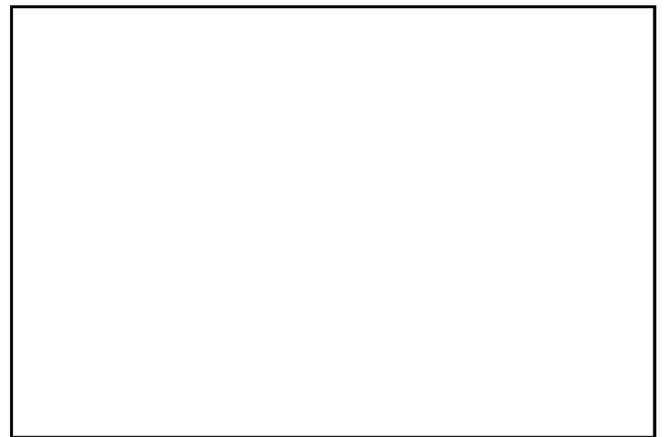
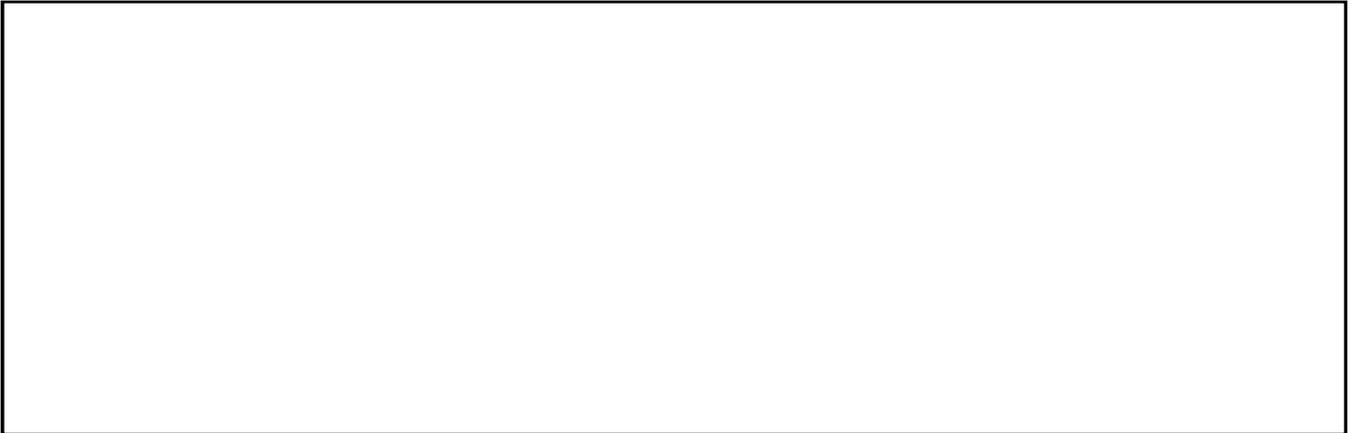
## **A Maasai Story**

**A young woman had left her husband's village to visit her father. She got lost and had been walking for three days. She was tired and hungry and stopped to pray. She prayed to God that she arrive safely. The woman was carrying a young child and had become so weak that she could barely walk. She saw a lion in the distance, was startled, and sat down and cried. The lion just sat and watched the woman. Then the lion killed a young gazelle, walked towards the woman, dropped the gazelle in front of her and walked away. The lion did not go far but sat at a distance and watched as she cooked the gazelle. Another lion came to take the gazelle and the original lion pushed the intruder out of the way so the woman could continue eating. The woman kept walking and came across the footprints of a group of Maasai warriors. She followed the footprints and a warrior came out of the woods and saw her. She asked for water, which he brought her and she bathed her child. The lion was watching all of this and came to sit with the woman. When the warrior saw the lion he wanted to kill it but she said, "No, do not kill it, it was sent by God!" So the warrior left the lion alone and helped the woman find her way to her father's village and the lion went home.**

**Whether stories like these are true or not does not matter very much compared to the moral - lions can be friends, and lions and people can have good relations and share respect.**



## Comic Strip





## Evaluation Sheet A

**Give a brief description of your advert.**

**What do you think worked well with your advert?**

**What would you do differently next time?**

**List the skills you had to use to create your advert.**



## Evaluation Sheet B

**Give a brief description of your advert.**

**What do you think worked well with your advert?**

**What would you do differently next time?**

**List the skills you had to use to create your advert.**

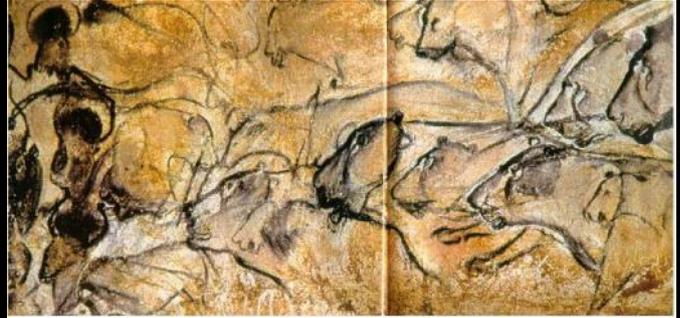
**How could you use these skills during school or at home?**

# LIONAID

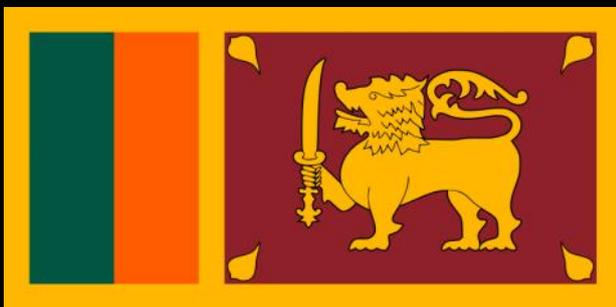
## Lions in our Culture



**Rembrandt van Rijn, circa 1650,  
Louvre**



**The Chauvet Cave Lions, painted  
30,000 years ago**



**The Flag of Sri Lanka**



**Napoleon and the Sphinx - Jean  
Gerome, 1868**



**The Lion of Lucerne in Switzerland**



**Lion in St Peter's Square, Vatican**



