



Before you visit:

<p><b>Creativity</b> Draw a picture or write a poem/story about your favourite animal. Talk about how animals make us feel.</p>	<p><b>Collaboration</b> With a buddy, talk about different working animals today. Share with the class. Invite someone who works with animals to come and speak to your class. Find/share war animal stories.</p>	<p><b>Critical thinking</b> List all the working animals you can think of. Why are they so important?  <i>ANZAC Animals by Maria Gill and Marco Ivancic</i></p>	<p><b>Success criteria</b> Students prepare questions for the museum visit. Students are able to identify three different types of working animal and can give one of their job descriptions.</p>
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At the museum, or by Zoom, or Google Meet:

<p><b>Creativity</b> Make a chicken using a paper plate and coloured paper (LuLu). <i>The Story of LuLu: Mark Batistich</i> Make a purple poppy - craft, crochet, or knit.</p>	<p><b>Collaboration</b> Work in threes or fours to complete the animal trail. Listen to the story of LuLu the chicken.  <i>The Anzac Puppy by Peter Millett and Trish Bowles</i></p>	<p><b>Critical thinking</b> Gus - why do you think the horses were so big? Water in the desert - how did soldiers cope with the lack of water? Camel corps - why did New Zealanders use camels?</p>	<p><b>Success criteria</b> Students can identify why animals were essential during conflicts, and their roles (towing guns, finding and transporting wounded, sending messages).</p>
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Back at school:

<p><b>Creativity</b> Silhouette/collage artwork. Dramatise one of the animal stories. Report on the story for the school newsletter. Design/make a poster advertising an animal event or commemoration.</p>	<p><b>Collaboration</b> Organise an Animal at War book display in your library/classroom. Host a fundraising event for an animal charity. Share writing/art with other classes. Invite a guest speaker from an animal charity. Report to the school assembly.</p>	<p><b>Critical thinking</b> Watch a video clip of an animal playing (dogs in leaf piles are fun). Group children in threes or fours to report on what they saw. What are some of the differences in what the groups saw and recorded? Why?</p>	<p><b>Success criteria</b> Students are able to work collaboratively or independently to complete one or more of the activities. Students can recall/recount what was important to them in their learning about Animals at War.</p>
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