Wild Kingdom with
Peter Gros
Mutual of Omaha

Photo by Megan Keating
For over 125 years Regions has been proud to be a part of the Middle Tennessee community, growing and thriving as our area has. From the opening of our doors on September 1, 1883, we have committed to this community and our customers.

One area that we are strongly committed to is the education of our students. We are proud to support TPAC’s Humanities Outreach in Tennessee Program. What an important sponsorship this is – reaching over 25,000 students and teachers – some students would never see a performing arts production without this program. Regions continues to reinforce its commitment to the communities it serves and in addition to supporting programs such as HOT, we have close to 200 associates teaching financial literacy in classrooms this year.

Thank you, teachers, for giving your students this wonderful opportunity. They will certainly enjoy the experience. You are creating memories of a lifetime, and Regions is proud to be able to help make this opportunity possible.

Jim Schmitz
Executive Vice President
Area Executive
Middle Tennessee Area
Dear Teachers,

Mutual of Omaha’s Wild Kingdom has been educating viewers since 1963 by taking families to the far corners of the world every Sunday afternoon on television. Wild Kingdom has been recognized with 41 major awards, including 4 Emmys and an endorsement by the national PTA for television recommended for family viewing.

Wild Kingdom’s Peter Gros will use his window into the animal world while sharing his travel experiences and his educational tales. He highlights his many adventures with a mix of video clips, live friendly exotic animals and positive stories of conservation success. His fascinating stories have been thrilling and educating audiences across the country for years.

Peter’s undeniable love for animals and the natural world is infectious, and students will leave the theater wanting to know more about animals and conservation.

TPAC EDUCATION

A Note from Peter Gros!
“I am so looking forward to meeting you and your students, and sharing some of the positive progress that is taking place around the world today in the field of wildlife conservation.”

~ Peter Gros, Mutual of Omaha’s Wild Kingdom

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Guidebook written and compiled by Cassie LaFevor.
Mutual of Omaha has a long-standing commitment to conservation that dates back more than 40 years. Their commitment to environmental conservation began with the program Mutual of Omaha’s Wild Kingdom, which premiered on NBC on January 6, 1963. Today, co-hosts of the original Mutual of Omaha’s Wild Kingdom, Jim Fowler and Peter Gros, help heighten awareness about environmental issues through numerous appearances across the country on behalf of the company.

A Brief History

*Mutual of Omaha’s Wild Kingdom*, which premiered on January 6, 1963, took viewers to the far corners of the world and studied wild animals in their natural habitats. The show pioneered the format now common to nature shows, which builds a suspenseful story around the very real challenges faced by the hosts and camera crews in the wild. The program let viewers see the action, but not the violence, which helped make it the favorite nature show of millions of American families.

Hosting duties were handled by Marlin Perkins, who was joined by several field correspondents, including subsequent hosts Jim Fowler and Peter Gros. *Wild Kingdom* was seen on network prime-time television until 1971, at which time it was syndicated on the Mutual of Omaha National Syndication Network. Over 200 local stations asked to join the network. In syndication, *Wild Kingdom*, reached the largest audiences in the program’s history and was only one of five syndicated shows nominated for an Emmy in 1972. In all, *Mutual of Omaha’s Wild Kingdom* was recognized with 41 major awards, including four Emmys and an endorsement by the National PTA for television recommended for family viewing.
What is Conservation?

In the dictionary, conservation is defined as “preservation, especially of natural resources.” It is estimated that 20 percent or more of the world’s biological diversity may disappear in the next few decades. With the knowledge of why conservation is important, we may be able to stop this from happening. We want to conserve species and habitats for their beauty and out of compassion. The most important reason for conservation, however, is that each and every organism on earth is a single thread of a fragile web of life. With each severed thread, our own tenuous hold on to the web is made that much weaker.

Zoos and aquariums are working to scientifically manage conservation-breeding efforts throughout the world. Species Survival Plans (SSP) are in place for over 100 species of mammals, birds, amphibians, reptiles, fish and invertebrates. Zoos have also supported or participated in thousands of conservation or related scientific projects in over 60 countries worldwide. Scientists are beginning to focus on habitat conservation nearly as much as species conservation.

Conservation cannot be, and is not, limited to zoos. All of Earth’s natural resources are in need of protection.

(Excerpted from the Nashville Zoo)

Balancing Conservation with Human Needs

The goal of conservation is to ensure that nature will be around for future generations to enjoy, and to recognize the importance of wildlife and wilderness lands to humans. Many nations have government agencies dedicated to wildlife conservation which help to implement policies designed to protect wildlife, and numerous independent nonprofit organizations also promote various wildlife conservation causes.

Conservationists work all over the world to identify species which are in need of assistance and to protect them. This discipline often involves capturing animals and breeding them in captivity to ensure that the population remains large and diverse while conservationists work to establish territory for the animals so that they can have a safe place in the wild. The needs of wildlife conservation also need to be balanced with other desires, as many nations value forms of recreation in the wilderness like hiking, camping, and hunting, making it impossible to set aside land specifically for the use of animals.

A wide assortment of issues intersect with conservation. Establishing protected territories for animals might, for example, infringe on plans to use land for farming or housing. A wildlife park might also interfere with international borders, or traditional tribal lands. Problems like pollution, deforestation, overhunting, and other environmental issues also play a role in wildlife conservation.

(Excerpted from Wikipedia.com)
Wild Kingdom on Tour

In his popular live presentations, Peter Gros shares his exciting animal world, travel experiences and timeless tales. He highlights his many adventures with a mix of video clips and bloopers while introducing friendly exotic animals to audience members, and telling inspirational stories dealing with issues of conservation, travel, and wildlife filming. Peter’s fascinating stories have been thrilling and educating audiences across the country for years.

The touring program aims to present information about wildlife conservation. Gros will share the progress he has seen in the field throughout his travels, and focus on hope for the future. It is hoped that this program will teach the importance of caring for the world around us and motivate people to get involved locally and get connected to the natural world.

Some Animals you might see in the show: (All appearances are subject to change.)

- Kookaburra
- Large boa constrictor
- Madagascar hissing roaches
- African monitor lizard
- Eurasian eagle owl
- Black vulture
- Binturong (also called a pole cat)
- Legless lizard or glass snake
- Beaver
- Crested African porcupine
- Lemur
- Large red legged tarantula
- And more!

Note: There will be an audience interaction portion of the show. Please be aware that these animals are very comfortable with people. They are bottle fed and have been raised by people.
All Animals, All the Time. On Mutual of Omaha's Wild Kingdom on Animal Planet, Peter Gros provides the link between the original series, where he served as co-host, and the new specials. This ensures that the new specials remain true to the heritage of the beloved original series. Gros was also featured in the “Cheetah: Race Against Time” Wild Kingdom special in 2005 and "Magnificent Moments" in 2007.

The original Mutual of Omaha’s Wild Kingdom series - a program honored with 41 major awards, including four Emmy Awards and an endorsement by the National PTA for television programming recommended for family viewing - was one of the best known and longest-running series on nature and the animal world.

Gros is a frequent guest on LIVE with Regis and Kelly (pictured right) and the CBS Early Show. In addition, he has appeared on numerous talk shows, including the Tonight Show with Jay Leno. Mr. Gros is also an active conservationist. On behalf of Mutual of Omaha, Peter Gros is intimately involved in a nationwide conservation education program conducted at the local community level. Gros’ research expeditions have taken him to Lake Baikal in Siberia to explore the wonders of the world’s largest, oldest and deepest lake, and to the Amazon Basin where he led an expedition of 39 six-graders from Zeeland, Michigan, to study the Peruvian rain forest. He has also studied the effects of ecotourism on wildlife in Venezuela, Costa Rica, Belize, Mexico and the Galapagos Islands. In addition, Gros has served as the U.S. representative on the Citizen Ambassador Program’s research study of tigers and rhinos in the Chitwan National Forest in Nepal.

In his travels throughout the world, Gros and his animal friends help teach about the importance of caring for the world around us. Peter Gros has nearly 30 years of field experience with captive wildlife. In his former position as Director of Land Animals and vice president at Marine World/Africa USA, he established breeding programs for 377 endangered animals. He also developed a rehabilitation program for birds of prey, as well as the largest captive breeding colony of ostriches in the United States. He is a licensed Exhibition & Animal Educator for the U.S.D.A. and an active member of the American Zoo and Aquariums Association and Zoological Association of America. Gros is also on the Board of Directors of the Suisun Marsh Natural History Association.

He is a frequent lecturer on conservation and preservation at universities, zoos and nature and science centers around the nation. Gros currently serves as president of the Green Valley Center for Wildlife Education. “We need to continue to deliver a powerful message about how each of us can make a daily difference in preserving our natural world,” Gros said. “It is possible to use our natural resources in a sustainable manner. We simply need to educate our nation’s youth about the importance of wildlife conservation.”
Standards: English Common Core – Speaking and Listening, Integration of Knowledge and Ideas 
Theatre Standard 2 – Character Acting 
Life Science Standard 2, 3 and 5 – Interdependence, Flow of Matter and Energy, Biodiversity and Change 
Social Studies Standards 2, 3, and 4 – Economics, Geography, Governance and Civics

Objectives: The student will examine adaptations and predict what adaptations are found in the cheetah. 
The student will dramatize animal endangerment using factors that relate to the cheetah. 
The student will consider endangered species and ways to help in their local communities.

Materials needed: Items to represent cheetah adaptations (paper airplane, running shoe, long sticks, long string, binoculars, sunglasses)

Instructional Procedures:
Discuss: Peter Gros is very involved with the Cheetah Conservation Fund (CCF) whose stance is that understanding the cheetah's biology and ecology is essential to stabilize the population and manage its sustainability for the future. The cheetah is facing many threats to its survival, including high death rate of cubs, loss of habitat, a reduction in its prey base, conflict with livestock farming and a reduced ability to survive in reserves due to the presence of larger predators. People are often taught to fear carnivores without understanding their unique behaviors, special adaptations, and essential roles in the maintenance of healthy ecosystems. Attitudes and misconceptions of these species have led to their endangerment because many people deal with their fear by eliminating predators.

Warm-up: The world's fastest land mammal, the cheetah is the most unique and specialized member of the cat family and can reach speeds of 70 mph, with a leaner body and longer legs than other cats. Discuss what an adaptation is, and give students examples. Then, show students the following items one at a time and ask them to guess what adaptation they think it applies to in cheetahs.
- Paper airplane (aerodynamic build, speed)
- Running shoe (semi-retractable claws and grooved pads, better traction for running)
- Long sticks (long legs, bigger stride)
- Long piece of string (long and narrow tail, balance and steering)
- Binoculars (enhanced vision, can see up to 5 km)
- Sunglasses (tear marks on eyes, protects them from the sun’s glare).

Discuss these adaptations a little more, and ask students why they think this animal is endangered even with all these amazing adaptations.

Activity:
- Choose 5 volunteers (or use the whole group if 10-15 in the group). These 5 kids represent the Cheetah. Ask students to think about how cheetahs might move and stand, and have them act like a cheetah. Talk about the following information about the Cheetah.
  - Habitat- Cheetahs can be found in a variety of habitats, and have been identified in grasslands, savannahs, dense vegetation, and mountainous terrain. Their ideal habitat is open grassland.
  - Diet- Cheetahs mostly feed on small antelope, warthogs, hare, and game birds. Ask students to act out catching and eating their food.
  - Space- Cheetahs need large expanse of land to survive. Ask students to spread out in the room.

Note: This activity can be adapted to focus on any endangered species!
Tell students - A non-native species gets introduced: Commercial farming and development have taken over much of the area the Cheetah lives in. Although cheetahs do not cause a threat to humans or farm stock, as a predator they are often seen as a threat to livestock and in turn are poached by farmers in the area.

- Take one child from the group of 5 and have them go back to their seats.

Tell students - The remaining cheetahs are thriving and doing well until a Leopard moves into the same area. This new species in the Nambian habitat not only hunts much of the same prey, but sees the Cheetah as competition and will kill them as well. Due to the decline in prey, many cheetahs must move to a different area to find food.

- Take another child out and have them go back to their seats. The remaining 3 cheetahs are trying really hard to make it with all of the changes in their environment but it’s getting difficult.

Tell students - Habitat Destruction: Eventually their numbers are dwindling down to a few. The Cheetah need large expanses of land to survive, but with changes in land use, and bush encroachment, this area is becoming smaller. There is only a tiny space left for them to live.

- Ask 2 more students to go back to their seats, and now there is only 1 cheetah left from our group.

Now we have an endangered species. With destructive changes to their habitats, and a dwindling source of food, we will have to take action so that we don’t lose the cheetah totally. The cheetah’s survival now depends on people and our ability to manage the wild population and protect its habitat.

Reflection: Although you may not have any cheetahs in your area, what can you do to help save this or other endangered species? What help can one person be?

Extension: Create a campaign for saving the cheetah, or another endangered species. Ask students to create a campaign poster to save an endangered animal.

Peter Gros is very involved with the Cheetah Conservation Fund (CCF) whose stance is that understanding the cheetah’s biology and ecology is essential to stabilize the population and manage its sustainability for the future. The cheetah is facing many threats to its survival, including high death rate of cubs, loss of habitat, a reduction in its prey base, conflict with livestock farming and a reduced ability to survive in reserves due to the presence of larger predators.

https://www.cheetah.org/
“King Arthur” Animal Interviews

Lesson by Lattie Brown.

Standards: Theatre Standard 1, 2, and 5 – Script Writing, Character Acting and Research
            English Common Core – Speaking and Listening, Integration of Knowledge and Ideas
            Science Standards – Embedded Inquiry, Life Science 2 Interdependence, and
            5 Biodiversity and Change

Objectives: The student will examine the perspective and experience of another creature.
            The student will create conversation and movement in an improvisational setting.
            The student will problem-solve environmental issues involving the animals and man.

Materials needed: a pleasant sound-maker for transitions;
Preparation needed: previous knowledge of the animals used will make the lesson more meaningful

Instructional Procedures:
Warm-up:
- Ask students to walk around the room at slow-to-medium speed, noticing characteristics of human walking. How heavy are their steps? What are their arms doing? How do they place each foot on the ground, heel-to-toe, toe-to-heel, or some other way? How do they hold their head? Is their back straight or slumped?
- Explain that you are going to call out some different animal names, such as a snake. Students should keep walking on two legs, but change their type of movement, posture, and body position as they pretend to be that animal. Ask them to notice how “animal walking” is different from human walking.
- Call out at least three different animals for them to adapt into an animal walk. Then, return to their seats as themselves.

Discuss:
In T.H. White’s The Once and Future King, the young Arthur is tutored by Merlyn the magician well before he pulls the sword from the stone to become king. As part of his educational program, Merlyn uses magic to turn the boy into several different animals. Arthur learns invaluable lessons from the owls, fish, badgers, wild geese, and even the ants.

Activity:
Set-up the activity with the following guidelines:
- Explain that you (the teacher) are like Merlyn, the kind but unpredictable magician. You will turn the students into animals so they can learn amazing things they could never learn any other way. You don’t want them to learn these lessons all by themselves, so they will be transformed with another classmate into the same animal.
- When you use your sound-maker, students will transform into the animal. Once students are changed, they can still speak to you and to each other because of the magic.
- They should remain on two legs during this improvisation game.

For younger students: Leave out the warm-up. Turn them all into the same animal and let them move about the room. Give them side-coaching: asking them to dig holes or swish their tails or fly up to a tree, whatever is appropriate for their animal. Have them sit down together as the animals to have the conversation and demonstration.

For older students: Frame the activity as an improvisation activity. The skill of improvisation is something that everyone needs, but one way that actors use it that applies here is to explore another viewpoint and physicality when creating a character. It is also used in comedy, and students can embrace the comic element of trying to put themselves in these animals’ place.
Begin the activity:
- Divide students into pairs (groups of four may work also depending on student age.) Ask students to make 2 lines, across the room from their partner. They should face each other.
- Assign each pair an animal that they will be transformed into. Previous knowledge of the animals will make this activity more meaningful, so consider ending your animal study with this activity.
- Instruct students on what they will do once they have changed into their animals - They should imagine what it’s like to be that animal. They should approach their partner, physically moving like the animal until they meet in the center of the room. Then, partners should have a conversation about what it’s like to be that animal. Tell each other what they can do and what they like most about being that animal. Describe what different special parts they have (a tail, wings, a long neck) and demonstrate special animals moves for each other.
- Use your sound-maker to “transform” the students into animals. Let them know once they hear the sound again they will turn back into themselves.

Reflection:
- Once the two students have made some conversation and some demonstrations, as Merlyn, you must change the students back, and ask them to return to their seats.
- Begin a discussion of what instructions their animals would give to man about how to treat that animal and its environment. (Older students may be able to answer this question while still in character as the animal.)
Standards: Music Standards 6, 7, 8 – Listening & Analyzing, Evaluating, Interdisciplinary Connections
Theatre Standard 2 and 5 – Character Acting and Research
Science Standard 5 – Biodiversity and Change
Dance Standards 1, 2, 3, and 7 – Elements and Skills, Choreography, Creativity and
Communication, Interdisciplinary Connections
English Common Core – Speaking and Listening, Integration of Knowledge and Ideas

Objectives: The student will analyze music pieces for animal characteristics and personality.
The student will create movement that represents animals and music.
The student will compare and contrast different animal characteristics through music and
movement.

Materials needed: “Carnival of Animals” music by Camille Saint Saens, animal pictures (hens, tortoise,
elephant, swan, aquarium, and aviary pictures)

Instructional Procedures:
Warm-up: Post all 6 animal pictures in front of the
room before class begins. Begin with students standing
up – some open space will be best for the warm-up, but
students can also move standing beside their seats if
needed.

Show students the picture of the elephant and discuss
what students know about this animal. How would an
elephant move? Would their movements be light or
heavy? Would they move fast or slow? Ask students to
move like an elephant.

Continue this same activity with all 6 images, one at a
time, so that students move like hens walking and
pecking, tortoises walking slowly, swans gliding through
water, fish swimming in an aquarium, and birds flying
around an aviary.

Activities - Part 1
• Discuss: Tell students they will be listening to
part of a music piece called “The Carnival of the
Animals” that has several different movements
in it. Talk about what a movement is in music
(compare to books that have chapters), so they
understand they will be listening to parts of a complete piece.

• Next discuss what kind of sound these animals make. Ask students to make a sound for each
animal, then to consider the noises as though they were making music based on the animals. For
example, would elephant music be high pitched or deep sounds? Would the music go fast or slow?
What other thoughts do they have about music sounding like an elephant? What instruments do
they think would be used to represent an elephant? Briefly discuss these ideas with each animal.
Encourage students to think of descriptive words to explain their thoughts.
Without telling students which movement they are listening to, play “The Elephant”, followed by “The Swan”. Tell students the 2 pieces are “The Elephant” and “The Swan”, and ask them to tell you which one they think was which animal. Why? Compare and contrast the 2 music pieces. What elements do they notice about each?

Repeat this step with the other musical movements. Without telling students the titles of the pieces, play “Hens and Cocks” followed by “Tortoises”. Again, after listening, tell them the titles and ask them to guess which piece represents which animal. Why? Compare and contrast the 2 music pieces. What elements do they notice about each?

Repeat again. Without telling students the titles of the pieces, play “The Aquarium” and “The Aviary”. Again, after listening, tell them the titles and ask them to guess which piece represents which group of animals. Why? Compare and contrast the 2 music pieces. What elements do they notice about each?

Activities – Part 2

Next, remind students of the movement they created for each animal. Did the music fit with the movements they discussed? Why or why not?

Divide students into groups and give each group an animal and its musical piece. Now, students should create a short dance piece to go with 30 seconds of the song. They should think about what they already know about each animal, and incorporate ideas from their movement activity earlier. Ask students to include some specific elements of dance into their work (examples in text box to the right).

Give them at least 10 minutes to discuss how they can act like their animals, and how to incorporate dance into this, and then ask them to focus on rehearsal for performing for at least 5. If possible, have listening stations set up for each group so they can listen to their music while they work. Older students may experiment with partnering in dance. How would 2 different animals dance together?

Finally, student groups perform their dances for the class while their music piece plays.

Reflection: Before this activity, had students ever considered music having different moods or even a character in it? How do the concepts of music and dance connect to other things, like animals in this case? Do they like the way that music represents animals in “The Carnival of the Animals”? Why or why not?
The Lorax by Dr. Seuss teaches children (and adults) the necessity of taking care of the Earth. Seuss tells a tale of the most lovable creatures being forced out of their paradise by retail greed and the overuse, abuse, and destruction of their natural home. In the end, a child with a seed brings hope for the future. Like Mutual of Omaha’s Wild Kingdom, this book makes readers feel empowered to save the Earth.

Standards: Theatre Standard 1, 2, 3, 4 and 5 – Script Writing, Character Acting, Scene Design, Directing and Research
English Common Core, Reading – Speaking and Listening, Craft and Structure, Integration of Knowledge & Ideas
English Common Core, Writing – Text Types and Purposes
Science Standards – Embedded Inquiry, Life Science 1, 2, 5 - Cell, Interdependence, Biodiversity and Change

Objectives: The student will analyze "The Lorax" as an introduction to Environmental Science.
The student will evaluate the impact of humans on the environment.
The student will consider the environmental problems found in “The Lorax” as they create performances, drawings, and stories.

Materials needed: book “The Lorax” by Dr. Seuss, paper, colored pencils/crayons, seeds (one per child)

Instructional Procedures:
Warm-Up: Read “The Lorax” by Dr. Seuss as a class.
- One of the first things we hear from the Lorax is “I am the Lorax, I speak for the trees. I speak for the trees, for the trees have no tongues...” What do students think trees might say if they did have tongues? Who would the tree talk to – people, animals, other trees?
- Assign students to small groups (4 or 5 at most) and have them create a short presentation as trees. Students should consider how to stand and move like trees, and then they should say at least 1 line from the point of view of a tree. Students can all say the line together, or each student can say their own line.
- Ask groups to show their mini-performance to the class.

Discuss: What other environmental issues were found in the book? (Pollution, the animals had to move, smog, all the trees were cut down, etc.)
- Ask the students what caused these problems. Guide them to discover that the problems were the impact of humans and their decisions on the environment. It is also very useful in discussing the decisions we make and the responsibility we have to use our resources wisely. Many current ecological concerns (pollution, conservation, endangered species, etc.) can be brought to the students’ attention using this book.
- What is the benefit of writing a children’s book that addresses such a serious issue?

Activities:
- Read the description of the Lorax out loud again - “I saw something pop out of the stump of the tree I’d chopped down. It was sort of a man. Describe him?... That’s hard. I don’t know if I can. He was shortish. And oldish. And brownish. And mossy. And he spoke with a voice that was sharpish and bossy.” Look at the images in the book and decide if you think the Lorax looks like you would expect from the description. Would students draw him differently from the description?
• Ask students to choose an environmental issue such as pollution, conservation, endangered animals, etc, and to create their own fantasy creature like the Lorax that will fight for the cause. Ask students to draw and name their creature.

• Once students have created their creature, have them share their drawings with someone next to them, and explain what the creature will fight for.

• Finally, ask students to write a short children’s story with that character, describing an environmental issue, how the creature will fight for it, and a solution to the problem. (For younger students, you can do this together as a class, choosing one creature and one issue to create the story together.)

**Reflection** - Ask students to think of one reason why trees are important to us. After they have had time to think, quickly have each student share their reason. Read the last section of the book again “UNLESS someone like you cares a whole awful lot, nothing is going to get better. It’s not.” Discuss the last page in “The Lorax”. (There is one tree seed left and it is up to the reader to decide what will be done with it.) Give each student a seed to take home.

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**Extensions:**

• **I am a Tree:** Have students pretend to be a tree, then write and illustrate a story about their life from the early days as a young shoot all the way to old age. Ask students to write about what the tree might see as it grows. What animals come to visit? What happens to the trees around it? Does it meet any people?

• Introduce the ideas of natural versus renewable resources. Natural resources are things in nature that are useful to people. Renewable resources are resources that will replenish themselves if not used up completely or too quickly. Trees are renewable resources that need our special attention.

Discuss how we use trees to meet our basic needs. Why are we cutting trees down? List things on the board that we get from trees (homes, paper, fruit, buildings, shade, oxygen, jobs, etc.) What is the consequence? (ozone depletion, animals lose homes, endangered animals, beauty of forests) Ask how the removal of trees effects the earth, the animals and people.

Debate - Assign half of the class to speak on behalf of Once-ler (who was responsible for all the trees being cut down) and the other half of the class to speak on behalf of the Lorax (who tried to save the trees). Have each half of the class break into groups of four or five. In these groups have them write down ideas that defend their assigned position. The Once-ler groups should prepare ideas to convince others that cutting down the trees was necessary. The Lorax groups should prepare evidence that cutting down the trees was wrong. After working in small groups, students should meet with their half of the class and share the ideas gathered. The teacher directs the debate. One group is given the chance to share one point and then the floor goes to the other group. They can respond to that point or present a new point from their view. Debate continues until both sides have presented all ideas. Conclude the debate by having the class members vote for which view they side with. They do not have to agree with the side they were assigned to defend.
How Can I Help?

Reduce
- When you buy small items, don’t use a bag or bring your own canvas bags.
- Buy food/groceries in bulk. These items use less packing and storage materials.
- Use parts of old toys and games and puzzles with missing pieces to make new “found object” art projects.
- Don’t litter, and pick up any litter than you find.
- Turn off lights, TVs, and computers when not in use.
- Turn the water off while you brush your teeth.
- Ride your bike! Cars use fuel which lets out toxic gases that pollute the air.
- Collect rainwater with buckets and keep it on hand for gardening and plant watering.

Reuse
- Don’t throw away a toy you don’t want anymore, donate it.
- Try to fix things that break, don’t just throw them away.
- Color or write on both sides of the paper you use.
- Use rechargeable batteries.
- Use cloths to clean so you can wash and reuse them.
- Pack your lunch in re-useable containers (this reduces too!).

Recycle
- Recycle tires, batteries, used motor oil, aluminum, glass, paper, plaster, and printer/toner cartridges.
- Investigate recycling centers in your area. See if your neighborhood has curbside recycling programs.
- Start a recycling program at your school if they don’t have one.
- School papers can be recycled and supplies can be given to someone in need.

Research
- Read labels! Don’t buy products that are produced from habitats in which endangered species live.
- Buy from companies that recycle and encourage companies that don’t recycle to start.
- Support conservation organizations that are working to save animals and their habitats.
- Never stop learning – stay informed.

Get involved
- Enjoy your local natural areas for a walk or hike. Respect living things when you play. Remember that plants and animals call that place home.
- Write letters to local government officials and tell them that you care about endangered species.
- Volunteer your time with local conservation groups, parks, zoos, etc.
- Use non-toxic products to clean your room and house.
- Plant a tree or a butterfly garden.
✓ Campaign for a Cause: Have students create a campaign to protect an animal on the endangered species list. They should come up with a slogan and design a logo to be used on t-shirts, posters, buttons or stickers.

✓ Green Your School: Want to turn your school into a cleaner, greener place? Eco-Schools USA is a step-by-step program that involves the whole school community in greening the building, grounds, and curriculum. Find out how it works—and register your school—at eco-schoolsusa.org.

✓ A Day in the Life: Have students choose an animal and write about one day in its life. They could write the tale from the perspective of a scientific observer watching its behavior, or they could write in the voice of the animal itself in the style of a diary entry. Extend this by turning the piece into a monologue to perform.

✓ Nashville Zoo: Visit the Nashville Zoo and participate in their school programs! What better way to learn about animals and conservation than to see it first hand?

✓ Mutual of Omaha’s Wild Kingdom: Watch old and new episodes of the show online. Compare this show with other recent shows bringing a spotlight to animals and/or conservation. What is the value of shows like this?

✓ Be like Peter Gros: Have your students create their own wildlife video show! Give each student (or small groups) an animal for their topic. Students research their animal and create a short video including scripted dialogue. They should make it fun and interesting, and include factual information about the animals they are discussing. Use these videos to teach later classes or have other classes watch them!

✓ Who is that Masked Animal: Create masks representing animals. Ask them to use colors, patterns, and textures they would find in their animal. Masks can be realistic, or representational, depending on your students. Play a guessing game when masks are finished, asking other students to guess the animal.

✓ Writing for a Cause: Find a song that includes lyrics about environmental issues, such as Joni Mitchell’s Big Yellow Taxi. Listen to part of the song, and ask students to write a verse expressing their feelings about the issue.

✓ Pledge of Action: Create a Pledge of Action, listing steps you plan to take to address environmental issues in your own life.

✓ Local Species: Find out which endangered species are native to where you live; choose one to champion and draw a picture of the animal. Then write a letter urging your state senators and representative to protect it.
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