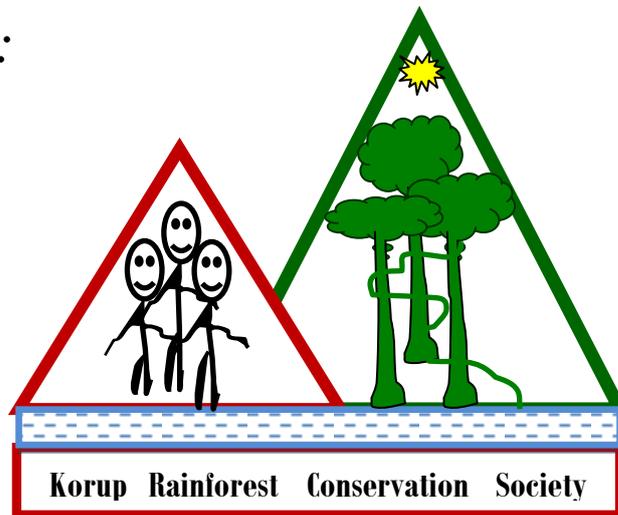




# ENVIRONMENTAL EDUCATION MANUAL FOR SENIOR PRIMARY SCHOOL

A Simplified Integrated Approach

*Compiled by:*



*In collaboration with the Local Ministry of Basic Education (MINBAS).*

*Supported by:*



*1<sup>st</sup> Edition*

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## ***Preface***

*This Environmental Education Manual – A simplified Integrated Approach is a product of the Action for Primates Conservation Project (AFP) in Korup National Park. The AFP is sponsored by the Conservation Leadership Programme (CLP) award to the KRCS in 2012.*

*Thanks to the CLP, Environmental clubs have been created in target schools and targeting only the senior primary class five (5). This is considering our present capacity and based on discussions with school authorities concerned. Apart from focusing on a single class for now, we found it also realistic for our purpose to focus on only three (3) subjects out of the 18 that make up the curriculum.*

*After careful considerations, the following subjects/ topics have been selected and developed into three sections thus;*

- ✓ ENVIRONMENTAL EDUCATION (The environment and Man-made hazards, Forest, reserves national parks).*
- ✓ ENGLISH LANGUAGE (Story telling, Poems and rhymes, Conservation, prose passages and picture talk)*
- ✓ NATIONAL CULTURE (Music, Drawing, Drama, Arts and craft)*

*Standard pedagogic procedures have been used in developing this manual which provides simple methodology on how to integrate basic environmental and conservation concepts and knowledge in teaching of the selected subjects with special attention on Primates in the Korup National Park. This, in a bid to instil in young minds the love for nature and environmental activism.*

*Our plea is for all the users to make utmost use of this write up which is not intended to add up the workload for teachers but to be used as a companion guide with quick ideas. We hope the users of this manual shall find the format feasible and the lessons useful. Some charts and posters shall be provided to help you through.*

*Special thanks to Mr. Orume Robinson, HRH. Chief Inyang Zachary, Mme Edibe Pamela, Mr. Nyando Valentine, Mr. Ekpo Peter for their contributions and especially all of you using this manual. Together let's make the world a better place. Yes, we can!*

# SECTION ONE

## ENVIRONMENTAL EDUCATION

### Topic 1: The Environment and Man-made hazards

- Lessons:**
- What is the environment?
  - How man destroys his environment.
  - The harmful effects of a destroyed environment.
  - What can we do to prevent environmental hazards?

**Audience:** Pupils of class 5 (9-11 years)

**Objectives:** *By the end of the lesson pupil should be able to:*

1. State clearly what the environment means.
2. Name living and non living things that make up the environment.
3. Identify activities that destroy the environment.
4. State what actions they can take to prevent man-made hazards?

**Duration:** 45 Minutes

**Materials needed:** School Outdoor environment or poster of a landscape.

**Getting Started:** Teacher will ask pupils to move out of the class and stay under the canopy of a tree in the school campus.

#### **Lesson procedure:**

Step 1. Teacher starts by defining the environment and showing the pupils the environment they find themselves.

Step 2. Teacher then ask children to identify living and non-living things that make up the beautiful school or village environment.

Step 3. Teacher guides the pupil to also state the different uses of living and non-living things that make up the environment.

Step 4. Teacher asks pupils to state the different activities that people carry out that can destroy the environment and how these can be prevented.

Step 5. Teacher then concludes by asking pupils what they can do as community members to prevent some environmental hazards.

### Helpful notes

- The environment is all the living and non living things found in our surrounding.
- Environmental education is an approach that helps learners understand their relationship with their surroundings.
- The land, the waters (seas, rivers and lakes), the air in the atmosphere and all the living and non living things found in them all make up the environment.
- The trees, grasses, flowers, the soil, the rocks and stones, insects, birds, animals and air we breathe on land all make up the environment.
- The water we drink and use from the streams, rivers and seas, the fishes, frogs, and animals found in water also make up the environment.

- Example of uses of the environment are as follows;

*The forest and trees for wind prevention.*

*The beautiful natural environment for recreation.*

*Leaves, seeds and bark from trees for medicines*

*The clean water we drink.*

*The clean air we breathe to stay alive.*

*The soil on which we cultivate our crops.*

*The animals, fish and birds we eat for protein.*

*Wood from the trees for building our homes and bridges.*

*The bush ropes, leaves, soil, sand and stones used for building.*

*The fruits and leaves we eat and sell for money e.g. bush mango, eru etc.*

- Our environment (Air, water and soil) can be destroyed when we do the following:
  - I. Improper disposal of our waste materials pollutes our environment (Air, water and soil).
  - II. Improper disposal of faeces can cause diseases and harm human health.
  - III. Cutting down of trees exposes the soil to erosion, reducing soil fertility.

- IV. Cutting down the forest also removes the food and homes of the animals in the forest.
- V. Cutting down our forest can also expose us to overheat from the sun or too much rain (Climate change)
- VI. Burning of bushes also reduces soil fertility and destroys other useful plants and useful small organisms.
- VII. Poisoning of rivers for fish destroys all fish populations and can poison other animals and humans.
- VIII. Too much hunting of wildlife for bush meat can cause some important wildlife to disappear forever.
- IX. If we don't use our environment wisely we can lose everything we benefit from it.

## **Topic 2: Forest, Reserves and National Park**

**Lessons:** What is a forest and how should a forest look like?

What type of forest do we have around the Korup park area and what are the characteristics?

What are the differences between a forest reserve and a national park?

Why are national parks created?

What can we find in Korup National Park?

What we cannot do inside a national park?

What we can do to support conservation efforts in the national park?

**Audience:** Pupils of class 5 (9-11 years)

**Objectives:** *By the end of the lesson pupil should be able to:*

1. State clearly what a forest is and what can be found in it.
2. Name the type of forest we have around the Korup national park.
3. List some differences between forest reserves and national parks.
4. Name examples of reserves and national parks.
5. List the reasons why national parks are created.

6. List some important plants and animals that can be found in the Korup Park.
7. Mention some activities that are prohibited in a national park.
8. State some actions that can be taken to support conservation in/around the Korup National Park.

**Duration:** 45 Minutes

**Materials needed:** School Outdoor environment or poster of a forest landscape. Posters of animals in Korup National Park.

**Getting Started:** Teacher will ask pupils to move out of the class and stay in an open area with a good view of the forest.

**Lesson procedure:**

Step 1. Teacher starts by pointing to the forest they can see from where they are standing.

Step 2. Teacher asks the pupils what they can see or have seen before in a forest. Teacher guides children and explains to them that those are the characteristics of the tropical evergreen rainforest.

Step 3. Teacher asks the children to name examples of forest reserves or national parks they know and why they think the government has created the national parks. Teacher discusses the importance of parks using the Korup national park.

Step 4. Teacher asks the pupils to name some important animals and then plants that can be found in the Korup National Park and uses available pictures on poster to show some of the animals.

Step 5. Teacher asks pupils to state some activities not allowed in a national park.

Step 6. Teacher then concludes by asking pupils what they can do as community members to support conservation of the Korup National Park.

**Helpful notes**

- A forest is a piece of land covered by trees of all different types, sizes and heights. Animals are also important for the forest to be complete.
- All forest around the Korup National Park is the tropical rainforest because it is mostly wet, ever green with a high number of different kinds of plants and animals.
- Our government's law on forest has three types of preserved/protected forests;
  - I.** The forest reserves (e.g. Rumpi hills forest reserve, Ejagham forest reserve, Nta ali forest reserve)
  - II.** The wildlife sanctuary (e.g. Banyang Mbo wildlife sanctuary, Kagwane wildlife sanctuary).

**III.** National parks (e.g. Our Korup National Park, Waza National Park - *North* , Mount Cameroon National Park- *Buea*, Takamanda National Park- *Mamfe/Akwaya* and Dja National Park – *East region* etc. )

- Reserves and sanctuaries can be used for other activities but national parks are prohibited from all types of activities.
- The reasons why national parks are created include the following;
  - To preserve plants and animals for future generations (posterity).
  - For purposes of education and research to find solutions to problems and diseases.
  - For purposes of recreation and tourism or enjoyment of nature.
- The Korup National Park was created in 1986.
- Inside Korup you can find beautiful important animals such as;  
Elephants, buffalos, chimpanzees, drills, crocodiles, pangolins, bush pigs, red colobus monkey and other monkeys etc, birds such as; eagles, hawk, blue turaco, rock fowls etc.
- Thousands of plant can be found inside the park such as bush mango, njangsang and several medicinal plants useful to humans.
- The animals cannot survive without the plant and the plants also depend on the animals for their multiplication.
- The following **activities are not allowed** in a national park;
  - Hunting of animals using guns, traps or poisons.
  - Poisoning of rivers to kill fish.
  - Farming inside the park.
  - Building of huts or homes inside the park.
  - Unauthorised collection of plant products (fruits, leaves and bark of trees).
  - Cutting down of trees (Logging).
  - Digging of the soil for any reason e.g. mining.
- As Cameroonians and/or people leaving close to a national park we can support conservation in the park in the following ways;
  - Be hospitable and friendly to all park staff such as the conservator and his eco-guards.
  - Report all illegal activities you notice inside the park to the park service.
  - Respect the park boundaries and all the laws of the park.
  - Stop eating monkeys, chimpanzees and other lawful animals.
  - Visit the park and enjoy the nature and the animals.
  - Create groups or clubs in your community to tell people about the importance of the park.
  - Never involve in destruction of park property e.g. sign board, tourist camps, guard posts, etc.

# SECTION 2

## ENGLISH LANGUAGE

### Topic 1: Reading Comprehension

**Lesson Content:** The Ecosystem

**Audience:** Level 3, Class 5 Pupils (9-11 years).

**Objectives:** By the end of the lesson pupils should be able to;

Read the passage fluently.

Understand what the passage is all about.

Answer questions orally and written based on the lesson content.

Improve children's knowledge on the ecosystems.

Increase pupils ability to state the functioning of the ecosystem.

**Duration:** 45 minutes.

**Instructional materials:** Charts and pictures of some animals.

**Getting started:**

Teacher conducts a nature ramble with children to see some of the living and non-living things that are common in their environment. Teacher distributes pictures of different animals, birds, insects and tree species to the children. Teacher gives instructions for the children to follow with regards to the lesson.

**Lesson Procedure:**

TEACHER'S ACTIVITY	PUPILS ACTIVITY
<u>Step 1:</u> Teacher puts up the chart and asks pupils to observe the pictures on them. He further asks questions on what they have observed.	Pupils observe the pictures keenly. Appointed pupils say what they have observed. Children under teacher's guidance give oral answers.
<u>Step 2:</u> The teacher gives directives and asks the pupils to read the short sentences on the board silently without talking.	Pupils carefully read the sentences written on the board and pay great attention to the teacher's directives

Step 3: Read aloud. The teacher gives model reading of the sentences.	Pupils carefully read the sentences written on the board and pay great attention to the teacher's directives
He appoints pupils to read individually and aloud and equally corrects mistakes where necessary.	
The teacher also reads the passage on ecosystem to the pupils once or twice	Pupils pay attention as the teacher reads. Appointed children also read some paragraphs in the passage.

#### Step 4: Lesson Summary

An ecosystem is a community of plants, animals and micro organisms that interact with each other and with their physical environment. Forests, streams, lakes, grasslands, deserts, and are all examples of ecosystems. Animals and plants in an ecosystem connect to and depend or rely on each other for food, shelter, pollination and many other things. What happens to one member of an ecosystem can have an impact on the whole system. Although all species are important some species called keystone species play critical roles in ecosystems. If a keystone species is removed from or added to an ecosystem, it is likely to cause a major disruption or problems to that ecosystem.

Ecosystem change can be caused by humans or natural processes such as flood, fires or drought. Humans can have a negative effect on ecosystems, for example through clearing forests, over hunting, over harvesting of plants or polluting the air, soil and water. Sometimes, disruptions like floods or fires that are natural process can be made more severe or more frequent because of the way humans use the ecosystem. Depending on the severity of the disruption and the species affected, ecosystems may adjust to a crisis quickly or take a long time to recover or even change forever.

#### ***Questions for Evaluation.***

1. A community of plants, animals and micro organisms that interact with each other and their physical environment is known as; (a) species (b) birds (c) environment (d) ecosystem
2. Two examples of ecosystem is (a) environment (b) shelter (c) forest (d) grasslands
3. Answer 'YES' or 'NO'. Ecosystems change can be cause by humans or natural processes such as cutting down forest, floods, fires, or drought.
4. Some of the reasons why animals and plants connect and depend on each other are; (a) for food (b) to quarrel (c) shelter (d) pollination (e) fight with each other
5. According to the passage, what is another word for depend on each other (a) conversation (b) rely (c) happy (d) ecosystem.

### Step 5:

Teacher gives written exercise to the children and the children do written exercise in their exercise books, while the teacher marks and does correction with the children.

## **Topic 2: Conversation or Picture talk**

***Lesson Content:*** Discussion on wildlife species

***Objectives:*** After observing the posters and wildlife charts, the children should be able:

To state three threats to some wildlife species.

Know specific actions that will help protect the chimpanzee from other threats?

Understand that the forest and wildlife species such as chimpanzees are valuable and worth protecting.

***Time:*** 40 minutes

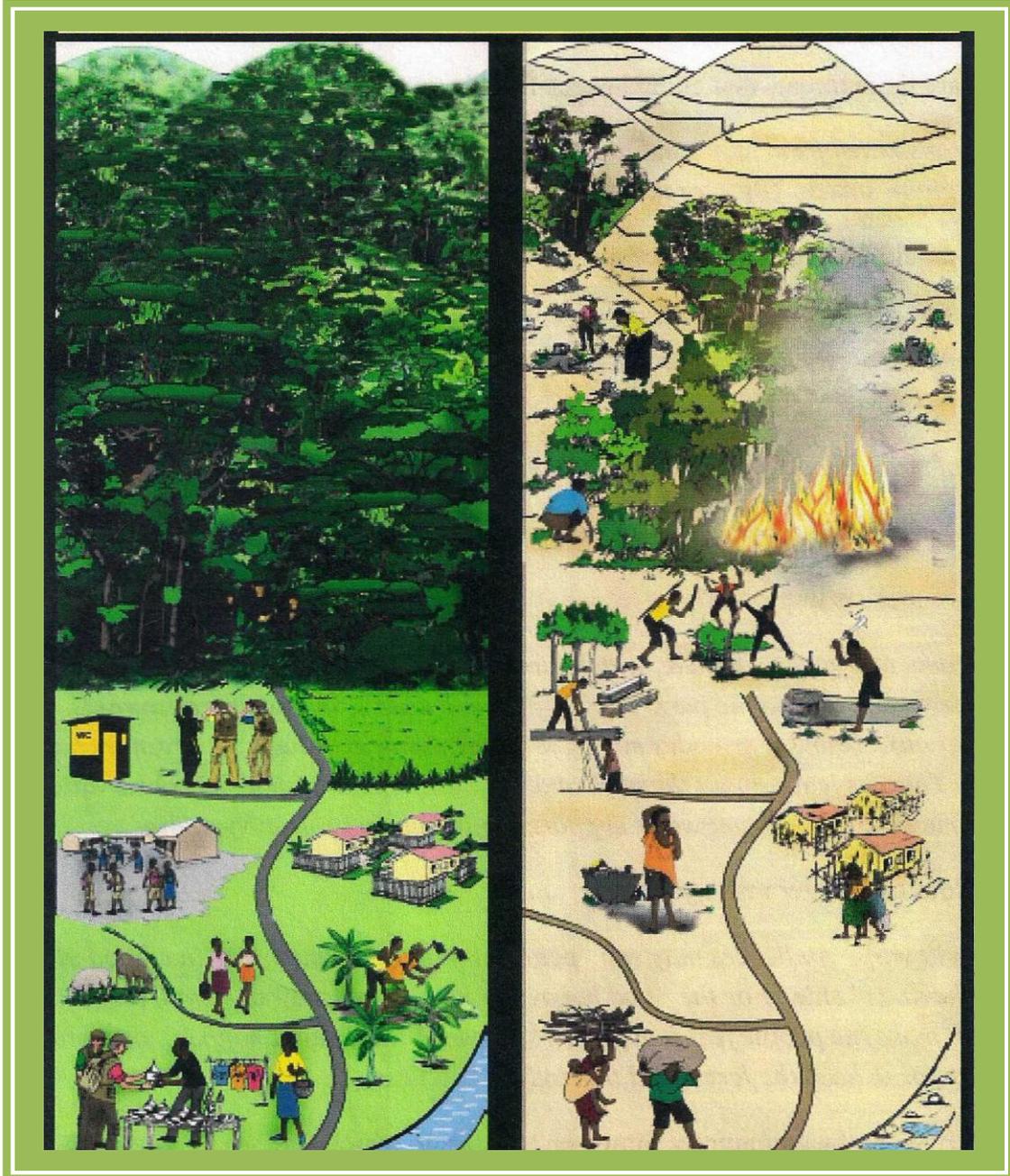
***Materials:*** Posters.

***Getting ready:***

Posters should be hung where pupil can see. The children should be as close as possible to the information on the posters.

**Lesson Procedure:**

<b>TEACHER</b>	<b>PUPILS</b>
<b><u>Step 1:</u> The teacher shows the posters to the pupils and asks them to say what they can see or have observed on the poster.</b>	<b>Children observe the posters keenly and answer questions posed by the teacher under his guidance.</b>
<b><u>Step 2:</u> Teacher discusses the posters in detail with the use of guiding questions.</b>	<b>Children listen with keen interest and ask questions where they don't understand.</b>



**If Chimpanzees and Drills disappear from Korup National Park it will be a great loss! Adapted from Chimpanzee**

### *Questions for evaluation*

1) *What is the main message in the poster?*

We should take care of the forest and its wildlife. Good behaviour protects the forest and chimpanzees, drills, keeping the environment and ourselves healthy.

2) *Explain the title of the poster. If chimpanzees and drills (sombo) disappear from Korup National Park, it will be a great loss.*

3) *What are the threats that chimpanzees including drills face in the Korup National Park.*

4) *What should people do to reduce the threats to drills (sombo) and chimpanzees?*

- a) Stop hunting primates.
  - b) Setting of snares (wires)
  - c) Burning of the forest.
- 5) Which of the activities above (a – c) should be allowed in the Korup National Park?  
None
- 6) Which part of this poster makes you feel HAPPY or SAD and why?

### **Topic 3: Conversation – Dialogue**

**Lesson content:** A national park around you.

**Akama:** Do you know what a national park is?

**Najembe:** I don't quite know, tell me what a national park is all about.

**Akama:** A National Park is a natural area where extractive resource use is not allowed and that has scientific, educational and recreational value.

**Najembe:** What are some of the activities that are not allowed in a National Park?

**Akama:** The activities include hunting, trapping with wire snares, cutting of trees, fish poisoning, etc.

**Najembe:** You have a good idea of a national park; do you have one in your area?

**Akama:** Oh yes! The Korup National Park is one I know.

**Najembe:** Where is it located?

**Akama:** It is located in the South West Region of Cameroon.

**Najembe:** Where precisely?

**Akama:** Most of it is found in Ndian division and stretches across Manyu and Kupe maneguba division.

**Najembe:** Where is the Korup Park headquarters?

**Akama:** The headquarters is in Mundemba, Ndian Division.

**Najembe:** How big is the Korup National Park?

**Akama:** About 1260km<sup>2</sup>

**Najembe:** Are there some villages inside this Park?

**Akama:** Yes, there are five villages in the park; Erat, Ikenge, Esukutan, Bera, and Bareka Batanga.

# **SECTION THREE**

## **NATIONAL CULTURE**

### **Topic 1: Music**

#### ***Lessons;***

There are special animals we must not hunt.  
Consider the trees in the forest.  
I know the forest is so full of life.

***Audience:*** Class five [5] pupils.

#### ***Objectives:***

- To develop singing skills in pupils.
- To develop the love for primates through music.
- To spread conservation through music.
- To make pupils develop skills for conservation of nature.

***Duration:*** 30 minutes

***Materials needed:*** Posters of primates and trees.

#### ***Getting Started:***

The teacher should bring to class a variety of posters of primates and trees that pupils had drawn in their drawing class or model of primates carved during their Arts and craft lessons. The pupils should also come with some. The class can form a semi-circle already singing other songs. The song should already be written on the chalk board.

**Procedure:**

TEACHER	PUPIL
<ul style="list-style-type: none"> <li>• Ask the pupils to sing any song they could.</li> <li>• He reads the song and explains the meaning to pupils. He answers pupils questions.</li> <li>• He gives a model singing of the song</li> <li>• He sings the song with pupils line by line</li> <li>• He appoints pupils to sing the song line by line and wholly.</li> <li>• He asks the pupils to sing the song without reading from the chalkboard</li> <li>• He corrects pupils mistakes where necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• They intone and sing the song they could.</li> <li>• They pay attention to teacher`s explanation and ask questions of clarity</li> <li>• They listen keenly to the model singing of the song.</li> <li>• They sing the song with the teacher line after line</li>   <li>• Appointed pupils sing the song as directed by the teacher</li> <li>• They sing the song without reading from the chalkboard</li>   <li>• They take to teacher`s corrections</li> </ul>
<p><b>Song 1</b>            There are social animals we must not hunt.            These animals that look like human beings            We all call them primates            Their common name is monkey            Red Columbus and            The mangabay            The chimpanzee            The drill and crown monkey            We must not hunt them            They look like us.</p> <p><b>Song 3</b>            I know the forest is full of life,            It is housing so many things            It is housing primates and birds            The forest is called Korup Park.</p>	<p><b>Song 2</b>            Consider the tress in the forest            Deforestation is not a good thing            The monkeys we see            We may see them no more            Their sounds in the woods            Please the visitors</p> <p>Consider the monkeys in our forest            Deforestation reduces their life span            The drills we have            We will see them no more            Like we cannot see the giant pangolin</p>

## Topic 2: Drawing

### **Lesson:**

The Red Colobus monkey

The drill

The Mangabey

The Chimpanzee , The Pogonia and The Crown Monkey

**Audience:** Class five (5) pupils

### **Objectives:**

To develop in pupils the skills of drawing primates in stages.

To enhance pupils identification of primates.

To create the love for primates in pupils.

**Duration:** 45 minutes.

**Materials needed:** paper, colour pencil, pencils, pens, rulers, erasers, sharpeners, and blades, posters of the primates needed to be drawn

**Getting Set:** The teacher should get all the materials listed above and bring to class. The teacher should make sure each child in class has access to the required materials.

He distributes or pastes posters of primates in the class room. The pupils should respond to teacher`s instructions.

### **Procedure:**

<b>Teacher`s activity</b>	<b>Pupil`s activity</b>
<ul style="list-style-type: none"><li>• Introducing lesson by presenting posters of primates to pupils.</li><li>• He ask them to observe and name the kind of monkey they are about to draw.</li><li>• He splits the drawing into stages as follows; the head, the trunk, the legs and tail. The colouring.</li><li>• He leads pupils to draw each stage separately.</li><li>• They then join the separate parts to form one whole primate.</li><li>• He gives some questions of comprehension to pupils</li></ul>	<ul style="list-style-type: none"><li>• Pupils will have to pay keen attention to posters, to note the differences.</li><li>• They identify and name the kind of monkey they are about to draw.</li><li>• They observe teacher as he splits the drawing stages.</li><li>• They draw the primate in stages in stages as guided by the teacher.</li><li>• They observe and then join in drawing as guided by the teacher.</li><li>• They answer questions to show their level of comprehension.</li></ul>



*Six stages drawing of a mangabey monkey.*

### **Topic 3: Arts and Craft**

**Lessons:** Moulding of primates mask using waste paper.

**Audience:** Class five pupils

**Objectives:**

To develop in pupils the skill of moulding.

To enhance pupils love for primates.

To develop pupils ability to use waste environmental products to come out with useful artistic objects as didactic materials.

**Duration:** 45 minutes.

**Materials:** water, paper pulp, clay, paint, local gum or liquid glue.

**Getting Started:** The teacher informs the pupils about the lesson to be treated on the previous day. He asks them to come to class with all materials needed, enough papers should be soaked in a bucket of water about a week ago to become paste, get some clay or either liquid glue or local gum and bring to class. The pupils must have to do everything within their reach to get this material before the due date of the lesson.

**Procedure:**

<b>TEACHER</b>	<b>PUPILS</b>
<ul style="list-style-type: none"> <li>• Introduce some guiding question that will develop the concept of moulding.</li> <li>• Present materials needed for the moulding exercise for pupils to observe</li> <li>• Guide pupils to mould primate masks using the following steps or instructions</li> <li>• Bring out the paper pulp.</li> <li>• Mix the clay with the paper pulp and stir.</li> <li>• Add liquid glue or local gum to the mixture and stir.</li> <li>• Pound the mixture and press it using your hands until it becomes like fufu.</li> <li>• Use your fingers, knife, or stick to mould the features on the mask.</li> <li>• Use a paint brush to paint the mask to match the colour of your chosen monkey.</li> <li>• Sun the mask for many hours.</li> <li>• Allow pupils to mould theirs in groups.</li> <li>• Teacher correct pupil's mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils pay attention to teacher's questions and appointed pupils answer them.</li> <li>• They observe materials and bring out theirs.</li> <li>• They follow teachers guide and instructions.</li> <li>• They mould masks in groups.</li> <li>• Accept corrections from the teacher.</li> </ul>

## Topic 4: Drama

### **Lesson:**

Our festival (a play)

### **Objectives:**

To develop in learners the skills of acting

To develop in the audience total love for monkeys

To help enhance in the learners and audience the need for conservation of primate

**Duration:** 60 minutes

**AUDIENCE:** Environmental club, Adult groups, Village youths

**MATERIALS:** Scripts, costumes, cultural dancing, material posters, markers

**GETTING SET:** The teacher use the story line to develop sketch play of very few scenes. He has to copy out the parts to his or her pupils and help them to learn their parts by heart. He needs to conduct one to three rehearsal sessions to be sure the learners master their parts. They make available needed materials and also send out invitation to the target audience to come and watch their play.

### **Procedure:**

<b>TEACHER</b>	<b>PUPILS</b>
<ul style="list-style-type: none"><li>• Teacher divides the participants into groups.</li><li>• He explains the drama and meaning, and answer pupils' questions.</li><li>• He allows groups to prepare their sketches, costumes and perform their play.</li><li>• He asks guiding questions.</li></ul>	<ul style="list-style-type: none"><li>• Pupils are in groups.</li><li>• They listen to the explanations and ask question where necessary.</li><li>• They prepare their sketches, costumes and perform their play.</li><li>• They answer question to prove understanding.</li></ul>

### **Drama Story line**

#### Our Festival

The Village of Noke is noted for the killing of monkeys. Not only the villagers love eating monkey meat forgetting that their entire destiny depends on monkeys. In this village, the fertility of the soil, peace and security as well as economic prosperity is attributed to their annual festival. The festival is important that everybody in the village believes in it and not celebrating the festival is believed to be the end of the road for

inhabitants of Noke village. Surprisingly, the success of this festival depends on the availability of monkeys which is known only to the **chief-priest** of this festival; a man believed to have the voice of the ancestors. The chief-priest comes in one day to request **the chief** of the village to summon the population. The chief instructs the **town crier** to summons the **villagers**; he rises to tell the entire village that the possibility of the festival holding is very slim. He explains further that for the festival to hold there is a particular blessing pot whose preparation needs the leaves used by nursing Chimpanzee. And that for the last six months hunters inform him that they have not been able to find leaves used by a nursing Chimpanzee. He ended by telling everyone that without these beddings the festival cannot hold and this is impending doom to their entire clan. The chief moved with anger and frustration passed an injunction that anyone caught with a dead monkey will be excommunicated from the village. He appoints a task force to enforce this order.

***NB. Characters of the play are underlined in bold.***

### **Topic 5: Story Telling**

**Lessons:** Why primates especially Chimpanzees are related to humans.

**Audience:** Class five pupils (level three).

**Objective:** Children should be able to relate primates to humans around the Korup National Park.

**Duration:** 45 minutes.

**Materials Needed:** Posters

**Getting Ready:** The teacher masters the story at his finger tip and distributes pictures of different primates to pupils.

#### **Lesson Procedure**

<b>TEACHER</b>	<b>PUPILS</b>
<ul style="list-style-type: none"> <li>• Teacher ask children to name the different animals they know i.e. domestic and wild animals</li> <li>• Teacher further ask the children to name some monkeys that they know. How are they similar to us humans?</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils answer the questions orally and individually.</li> <li>• Pupils observe carefully.</li> <li>• They answer the questions orally. Children with the help of the teacher</li> </ul>

	read out the answers on the board
<ul style="list-style-type: none"> <li>• Teacher asks the pupil to observe the animals in the posters. After observing the pictures on the charts, the teacher asks children questions on what they have observed.</li> <li>• The teacher writes out some of the pupils answers on the chalk board.</li> <li>• Teacher tells the children : <ul style="list-style-type: none"> <li>- The kinds of primates</li> <li>- Why they differ from other animals</li> </ul> </li> </ul> <p>Distinguish the characteristics of monkeys, Drills, Chimps.</p> <ul style="list-style-type: none"> <li>• Teacher asks questions as the lesson progresses.</li> </ul>	<ul style="list-style-type: none"> <li>• Children listen attentively to the teacher and ask question where they have doubts.</li>   <li>• Appointed pupils answer the questions individually.</li> </ul>

***Lesson Summary:***

There are many kinds of animal species in the Korup National Park. To name a few are the drill (Sombo), pangolin – Yang in the Korup language, porcupine - Itcha in Oroko, blue duiker - frutambo, monkeys of different kinds.

Of all these animals, monkeys, chimpanzees, the drill differ greatly from the others.

Monkeys, chimps and the drill look very much alike with human beings.

Some of their characteristics in relation to humans are:-

- Chimps can be taught human language such as ASL (American Sign Language)
- Chimps can live for more than 60 years.
- Chimps laugh when they play.
- Chimps groom each other.
- Chimps communicate much like human beings do like kissing, embracing, patting on the back, touching hands, tickling.
- Like human, chimps and other monkeys have opposable thumbs the opposable big toes which allow them to grip things with their feet.
- A full-grown chimpanzee has five or six times the strength of a human being. This is not common with other animals.
- To sum it up, chimps and other primates are warm-blooded, have hair and produce milk for their babies.