

## Teacher's Preparation Pack:

# ZOOS NOOS s e s s i o n - j r

**Please find enclosed:**

- Preparation Checklist
- Studio Role descriptions
- Class Job Titles sheet
- structure timeline
- OnTV Studio script template
- Teacher's Planning Resource



**C a p i t a l E O n T V S t u d i o**



WELLINGTON



Hi!

Thank you for your booking(s) with Wellington Zoo and Capital E.

Your chosen option is:



**Zoo's Noos Jr.**

Students research and prepare the interviews at Wellington Zoo, OnTV provides the Zoo Noos script :

This option includes a morning session at Wellington Zoo, researching, developing ideas and investigating animal behaviour. Your students will need to be in 4 equal groups.

After lunch, and a quick trip into the city in transport you have organised, your students will use their new found knowledge to produce their own Zoo's Noos documentary in the OnTV studio at Capital E.

Payment is to be made at each facility:

Capital E- \$7.50 per student (Wellington schools only), \$10.00 per student (rest of NZ). Teachers and 3 accompanying adults free. Additional adults at student prices. Minimum charge \$150.00 **INVOICED AFTER SESSION**. (Cancellation fee applies.)

The session at Capital E will be 2.5 hours duration.

Please complete the OnTV Job Title Sheet by following this link:

[ZooMedia Job Title Sheet](#)

Please allocate each student a studio job using the [Studio Job Descriptions](#) and submit it to Capital E at least a week before your visit.

Your students will have a quick half hour lunch break between the two locations. You can have your lunch at the Zoo or if you wish, use your own prearranged transport and have your lunch in town. There are many areas in Civic Square for your students to sit, however if it is raining the foyer of Capital E is available for your use.

PLEASE NOTE: you must be at Capital E by 12.30pm it is your responsibility to organise transport and get there in time.

The OnTV show that you create maybe broadcast on the Internet and Triangle Television. To do this you are required to obtain parental permission for your students to appear on the OnTV website. This may already be covered by your school ICT policy. If not, you will need your students to fill in this form: [Parental Permission](#) and bring them with you on the day.

If you prefer to receive your show on a DVD instead, please let Capital E know.

Please make us aware of any children who are unable to appear on camera.

Each classroom teacher is responsible for ensuring their interviews contain suitable material for a general audience.

If you have any OnTV session queries or require any other resources you can contact the Creative Technology Crew on:

PH: (04) 913 3732

EMAIL: [ontv@wmt.org.nz](mailto:ontv@wmt.org.nz)

FAX: (04) 913 3735

We look forward to seeing you at our 2009 sessions!

Kind Regards,

Creative Technology Crew

Capital E

# Teacher's Checklist

## *'Zoos Noos' Programme*

### PRE VISIT:

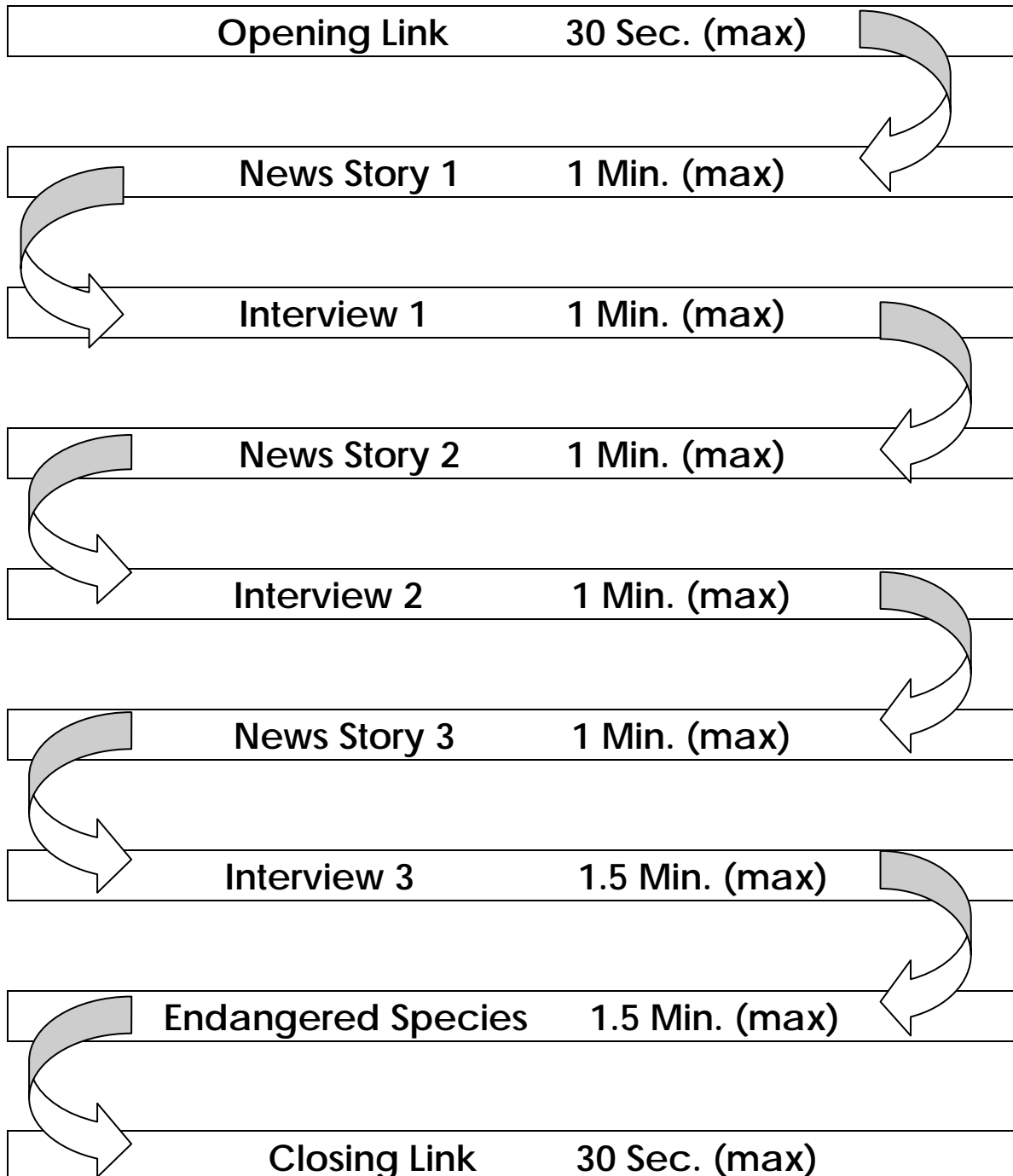
- Fax back signed confirmation of your booking.
- Email the Job Title Sheet *one week before* your visit to the OnTV Coordinator: [peter.graham@wmt.org.nz](mailto:peter.graham@wmt.org.nz)
  - Or Fax: (04) 913 3735.
- (NB: please DO NOT tell your students their job titles.)*
- Divide your students into 4 equal groups. (We suggest students in interview 1 are in group 1, interview 2 are in group 2, interview 3 are in group 3, endangered species presenters are in group 4.)
- Print a Zoos reporter's notebook for each student.

### ON THE DAY:

- Confirm class numbers when you arrive.
- Ensure each child has food and drink.
- Payment: An invoice will be sent to your school once you have completed your OnTV session.
- Bring any special props, costumes, make up etc with you.

# OnTV 'Zoos Noos'

## *Programme Structure:*



TOTAL: 10 Minutes (max)

# OnTV STUDIO JOB DESCRIPTIONS - Teachers Notes

Below you will find a brief description of each of the roles the students will have in the OnTV Studio. It is important to allow the students as much as possible to choose their own positions. However try to ensure that there are leaders and initiators in each group.

You will see roles indicated where students with particular personalities or strengths would be better placed in some positions.

The students will be given training in their chosen role on the day.

## Notes:

- The emphasis for TV production is on **teamwork** – although some jobs involve more than others they are ALL equally important. The successful filming of the programme needs the input of EVERYONE!
- Some students (e.g.: artists, wardrobe and assistant sound) will complete their roles before the filming occurs and may have nothing else left to do except come to the control room, sit back, relax and watch the show as it is being made.
- Fill in the essential roles first, and then the less essential (marked with '...' beside them, on the Job Title Sheet). The students assigned in the essential roles should only be assigned in one role. Less essential roles do not need to be filled if you have a small group.
- Once the roles have been decided please record the students' names next to the job title on the Job Title sheet and email or fax this through to Capital E a least a week prior to your visit.

## ❖ Presenters/ Reporters/ Interviewees/ Reviewers/Performers *(Strong and confident readers are recommended).*

Children need to be quite out-going as well as confident readers and speakers. There are 2 studio news presenters, one or two studio weather presenters, 2-3 location reporters, 2-6 interviewees (or if you wish, 1-2 reviewers **or** 1-5 performers – 'Wake Up New Zealand' magazine only).

The Assistant Weather Presenter works very closely with the Weather Presenter to prepare the script and learn the locations in the report. The assistant can assist in the delivery of the script (either on camera - by pointing to the places mentioned in the script or off camera – by holding the published script up beside the camera for the Presenter to read or by operating the Autocue).

If you have chosen the 'Wake Up New Zealand' magazine option; up to five performers can provide a small pre-planned and practiced performance of up to 2 minutes instead of the third interview to vary the show's content. Drama, singing, dancing, kapa haka and comedy are all suitable. Planning and practice, however, are very important to ensure students are confident and sure of their part of the show.

❖ Graphic/Digital Artists

*(Students with good artistic and time management skills).*

Each story needs a picture in landscape format to go with it. Children who are artistic and like drawing/creating will enjoy this role. The pictures need to match each story. The Digital Artist is a good person to assign the school or class logo that can be displayed at the beginning of the programme. Alternatively this can be done before you come to the studio if you prefer. (If you do complete these images before your session please ensure these students have another job so they are not redundant on the day.) Once the pictures are drawn or printed, the Artists can watch the rehearsals and recording in the control room – they get to see both sides of the production happening.

❖ Location Team

*(Students with strong organisational skills and good concentration).*

The **Location Manager** and **Set Dresser** need to have strong organisational skills, and must be able to maintain concentration while the rehearsals and filming occur to ensure that the correct props, background and reporters are in position at the right times. The Location Manager wears headphones and works closely with organizing others and watching the Interview/Review/Performance Teams practise and during the show, cueing them as instructed by the Director. The Set Dresser also wears headphones so s/he can follow the Director's instructions and get the set ready at the correct times. This role involves decorating the location set with pictures, chairs, flowers, props etc. and the person in this role needs to be good at listening to and following instructions from the control room.

❖ Director

*(Student with a strong personality able to take control, read well and speak clearly to lead the team).*

The Director is in charge of making the TV programme. Based in the control room s/he will read the camera shots from the script, using a microphone to pass all instructions for the studio floor to the Floor Manager and the Camera Operators. Each of the 4 cameras is linked to a monitor (TV) in the control room. The Director uses these 4 monitors to help the Camera Operators get their camera shots ready in advance.

❖ Vision Mixer

*(Student with the confidence to use technical equipment and has a long concentration span).*

The Vision Mixer controls the cameras and makes sure we see the right thing at the right time. S/he is based on the vision-mixing desk in the control room. S/he must have the ability to follow the script reading slightly ahead to see which camera is needed next. Careful thought is required to find just the right student.

❖ Senior Sound

*(Student with the confidence to use technical equipment and to be alert to anticipate changes quickly.)*

The Senior Sound Operator makes sure we are hearing the right microphone at the right time. S/he operates the Sound Desk by turning up the different levels which are connected to the different microphones.

The Sound Assistant connects the microphones to the Presenters and tests they are working using the Sound Desk. S/he teaches everyone how to use and care for their equipment and is responsible for putting away the gear once recording has finished. S/he also remains in the studio during rehearsing and recording with headphones on, to solve any problems that may occur for the Senior Sound Operator.

❖ Videotape Operator

*(Student interested in a technical role that is not too complex... ability to concentrate is helpful).*

The Videotape Operator works in the control room and is responsible for choosing the starting sequence for the show. During the recording of the show s/he have to press some buttons and is also responsible for recording the copy of the programme to DVD which the class will take back to school with them and uploading the show on to the internet.

❖ Technical Producer

*(Student with good ICT skills. Ability to concentrate is required).*

The Technical Producer needs to be confident using a computer and a competent speller, as the job involves entering the class's names into the end credit list. They are also in charge of organising and playing the weather and any location backgrounds using the Blue Screen. Once the credit list is rendered, and the weather is prepared s/he needs to concentrate during the rehearsals and filming and control the timing of the weather and credit roll towards the end of the programme.

❖ Floor Manager

*(Student able to quickly relay all the Director's instructions and must have good time management, organization and leadership skills).*

The Floor Manager is based in the actual studio. S/he is the Director's contact with everyone else on the studio floor, receiving instructions through headphones from the Director, which need to be relayed to the relevant people on the studio floor. S/he is responsible for organizing and watching the presenters practise and for cueing them as instructed by the Director. The F.M keeps an eye on the time and informs the rest of the cast and crew.

❖ Camera Operators (includes the Rostrum and Location Camera Operators)

*(Students with the ability to follow instructions quickly and efficiently).*

The Camera Operators take orders from the Director through the headphones as well as listening carefully to the Floor Manager. They will need to be familiar with the script to see what their next camera shot is to be.

The **Rostrum Camera Operator** ensures the pictures done by the Graphic Artists are in place. They also operate the Autocue/Teleprompter for the show. All Camera Operators need to listen carefully in their headsets and are primarily responsible for getting shots ready and checking that their cameras are correctly focused. (The Director can also help each operator to do this).

❖ Wardrobe Team

*(Students with creative flair, good communication and organisation skills).*

The Wardrobe team is responsible for dressing the presenters, reporters, interviewees, performers and reviewers. It is the **Costume Designer's** job to ensure that each person looks his or her best and select clothing that is appropriate to the script and the type of programme being made. The **Wardrobe Assistant** works with the Costume Designer to draw up clothing design plan sheets. If the class wishes to bring their own make up and cleansers, the **Make-Up Artist** may apply these and do hairstyling, allocate wigs etc. At the end of the recording all the costumes and props need to be gathered back from all the Presenters, then hung neatly and put away ready for the next production.

# JOB TITLES – OnTV ZOO NOOS PROGRAMME

Please find this form on our website or use this hard copy. Fill it out and email it to ontv@wmt.org.nz or fax it back to the OnTV Studio at Capital E on (04) 913 3735 or (04) 913 3744

**Min. 2 weeks before your session date**

**PLEASE NOTE**

1. Positions with a ... beside them are positions you can manage without. Please ensure you fill all the ESSENTIAL roles first, before doing the positions with ... beside them.
2. The Location & Wardrobe Teams could be dropped if you are still short of students to fill positions.
3. Your Zoos Noos show should contain 3 stories (max. 100 words each) followed by 3 interviews. Remember the shorter the script – the more rehearsal time. SHARP AND SHORT IS BEST!!
4. One graphic artist could be employed to do all 4-5 of the pictures required. Any pre prepared images should be done in A4 landscape format.
5. Please do not assign students doing jobs without ... with more than one role, because these are essential roles.

SCHOOL: \_\_\_\_\_ DATE OF VISIT: / / TEACHER BRINGING CLASS: \_\_\_\_\_

VISIT TIME: 12.30pm

CONTACT CELL NO: \_\_\_\_\_

TEACHER'S EMAIL: \_\_\_\_\_

NUMBER OF STUDENTS:

<b><u>PRESENTERS</u></b>	
PRESENTER 1 ( story 1& 3):	.....
PRESENTER 2 ( story 2):	.....

<b><u>LOCATION TEAM</u></b>	
...LOCATION MANAGER	.....
...SET DRESSER:	.....

<b><u>INTERVIEW TEAM</u></b>	
REPORTER # 1:	.....
INTERVIEWEE # 1:	.....
...REPORTER # 2:	.....
...INTERVIEWEE # 2:	.....
...REPORTER # 3:	.....
...INTERVIEWEE # 3:	.....
...EXTRA INTERVIEWEES (please indicate which interview)	..... ..... .....

<b><u>CONTROL ROOM</u></b>	
DIRECTOR:	.....
VISION MIXER:	.....
...VIDEOTAPE OP.:	.....
TECHPRODUCER:	.....
SENIOR SOUND:	.....
...Asst. SOUND:	.....

<b><u>ENDANGERED EARTH</u></b>	
PRESENTER:	.....
...ASSISTANT	.....

<b><u>STUDIO FLOOR</u></b>	
FLOOR MANAGER:	.....
CAMERA 1 OPERATOR:	.....
CAMERA 2 OPERATOR:	.....
...ROSTRUM/AUTOCUE :	.....
LOCATION CAMERA:	.....

<b><u>GRAPHIC ARTISTS</u></b>	
STORY ONE:	.....
...STORY TWO:	.....
...STORY THREE:	.....
(graphics can be pre prepared if you have a small group)	.....

<b><u>WARDROBE TEAM</u></b>	
...COSTUME DESIGNER:	.....
...Asst. WARDROBE:	.....
...HAIR & MAKE UP:	.....

SPECIAL NEEDS \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Remember to arrive 15 minutes before your session

**3. Rostrum Camera**

Opening logo / opening titles

**2. Camera two**

2s of presenters 1 & 2

**ROSTRUM CAMERA SET UP  
PIC 1: serval with ice block**

**TECH PRODUCER PREPARE  
BACKGROUND & PAUSE  
Serval enclosure**

**1. Camera One**

MS of Presenter 1

**CAMERA TWO SET UP MS  
OF PRESENTER 2**

*P in P*

**3. Rostrum Camera [4 secs]**

Pic 1: Serval with ice block

**1. Camera One**

MS of Presenter 1

MIX

**VIDEO TAPE OPERATOR  
PRESS BUTTON 3**

**LOCATION MANAGER  
PREPARE TO CUE:**

**CAMERA 3 IS NEXT...**

1. **Silence in the studio**

2. **Starting Countdown:**

5... 4... 3... 2... 1...

(video op.) 5.. 4.. 3.. 2.. 1...

3. **Videotape is now on**

4. **Floor Manager get ready to cue Presenters...**

**...CUE NOW**

**OPENING LINK:**

Kia ora,

Im [redacted]

And I'm [redacted] Welcome to Zoo's Noos - the show that keeps you up to date with what's what and who's who at Wellington Zoo!

Today on the show we have an interview with the lucky keepers of the Kiwi and update you on the techniques used to keep animals entertained.

But first up...

**STORY ONE – Presenter 1:**

Two of Wellington Zoo's African serval cats have been given a new way to cool off from the heat of summer.

Keepers of Shanti and Tunde have come up with a special treat. And while you may not think blood-sicals, mouse-icals and chicks-icals ice blocks sound tasty; the two cats love them!

The icy treats are frozen water and blood with a whole mouse or chick on the inside! On a hot, windless Wellington day, the ice blocks do a great job of cooling them down. Although the cats are African they were born and hand-raised in Wellington, so 27 degrees is about as hot as they have ever experienced.

Lucky visitors of the zoo on hot days get to see the cats up close and personal as they dine on their ice blocks and take a quick swim in their paddling pool while fishing out sardines placed there by the keepers.

The servals are not the only ones to get a mouse-ical treat. The zoo's otters and meerkats also get to indulge in them too. Lucky them!

**JOINING LINK:**

Here's our on the spot reporter [redacted] live from the Serval enclosure with more on these tasty treats and other foods the animals eat...

**...CUE NOW**

**3. Location Cam / BG**

2S Reporter / Interviewee  
[Blue Screen]

**CAMERA 1 SET UP A MCU  
OF PRESENTER 1**

**ROSTRUM CAMERA SET UP  
PIC 2: kiwi**

**FLOOR MANAGER  
PREPARE TO CUE:**

**CAMERA 2 IS NEXT...**

**OPENING LINK:**

Hello, I'm [redacted] and here we have [redacted]

Hi [redacted] and thanks for joining us today,

**INTERVIEW ONE:**

1. [redacted]

2. [redacted]

3. [redacted]

**JOINING LINK:**

Thanks [redacted] and that's all from me, now back to you [redacted]  
in the studio...

**...CUE NOW**

2. Camera Two

MS Presenter 2

**LOCATION MANAGER SET  
UP NEXT INTERVIEW**

**VIDEO TAPE OPERATOR  
PRESS BUTTON 1**

P in P

3. Rostrum Camera [4 sec]

Pic 2: Kiwi

2. Camera Two

MS of Presenter 2

MIX

**LOCATION MANAGER  
PREPARE TO CUE ...**

**CAMERA 4 IS NEXT...**

**OPENING LINK:**

An interesting interview, thanks [REDACTED]

And now for an animal from closer to home...

**STORY TWO - Presenter 2**

The Kiwi at Wellington Zoo are a favourite of the New Zealand public. We here at Zoo's Noos have been doing a bit of research on this flightless bird and we are amazed by how many mammal-like features this bird has! For example its feathers are a lot more like hair than feathers. And what about those cat-like whiskers on its face?

The kiwi has an amazing sense of smell because it's the only bird in the world with nostrils at the very tip of its beak. These help kiwi sniff out food such as grubs that live on the bush floor. That's not very bird like is it?

And what about its bones? The Kiwi skeleton is much heavier than other birds as it does not need to be light for flying. So instead of air sacs in its bones the kiwi has bones containing marrow - just like mammals. This also makes their legs powerful for all that digging and for kicking enemies. Kung Fu Kiwi!

**JOINING LINK:**

We now cross over to our on the spot reporter [REDACTED] who has more on our national treasure live from Wellington Zoo's kiwi enclosure...

**...CUE NOW**

**4. Location Camera**

2S Reporter /Interviewee

**ROSTRUM CAMERA SET UP**  
**PIC 3: animal toy**

**CAMERA TWO SET UP**  
**2 SHOT OF PRESENTERS**

**FLOOR MANAGER**  
**PREPARE TO CUE:**

**CAMERA 1 IS NEXT...**

**OPENING LINK:**

Thanks [REDACTED],

I'm [REDACTED] and joining me now is [REDACTED]

**INTERVIEW TWO:**

1. [REDACTED]

2. [REDACTED]

3. [REDACTED]

**JOINING LINK**

And we're out of time over to you [REDACTED]

**...CUE NOW**

1. Camera One  
MCU Presenter 1

**LOCATION MANAGER SET  
UP NEXT INTERVIEW**

3. Rostrum Camera  
Pic 3.

1. Camera One  
MCU of Presenter 1

**LOCATION MANAGER  
PREPARE TO CUE:**

**CAMERA 4 IS NEXT...**

**OPENING LINK:**

Thanks [REDACTED] and now for a look into daily activities at the Zoo...

**STORY THREE – Presenter 1:**

Animals in a zoo need to live in an environment as close to their natural home as possible. They also need to use all of their natural instincts on a daily basis. To make sure the animals keep their natural habits the staff at Wellington Zoo spend a lot of time inventing toys and activities for the animals.

Some days the Zoo staff create problems for the animals to solve using their natural hunting and foraging skills. For example they hide meat inside barrels or in a tyre hanging up a tree for the animal to find. This means the animal has to hunt out the food and figure out how to get to it.

Animals in the wild also don't have a set meal time - they can't just go to the kitchen and make a sandwich! In the wild they need to find their own food and some days, if they have not found any, they just have to go hungry. Activities like finding hidden food means Zoo animals have to feed at different times of day, just like in the wild.

**JOINING LINK:**

Let's cross to our on the spot reporter who has more on  
The Wellington Zoo's enrichment programmes, over to you [REDACTED]

**...CUE NOW**

**4. Location Camera**

2S Reporter /Interviewee

**CAMERA 1 SET UP LONG  
SHOT OF ENDANGERED  
EARTH**

**TECH PRODUCER PREPARE  
THE WEATHER & PAUSE**

**VIDEO TAPE OPERATOR  
PRESS BUTTON 3**

**FLOOR MANAGER  
PREPARE TO CUE:**

**CAMERA 3 IS NEXT...**

**OPENING LINK:**

Thanks [REDACTED].

I'm [REDACTED] and joining me now is [REDACTED]

**INTERVIEW THREE:**

1. [REDACTED]

2. [REDACTED]

3. [REDACTED]

**JOINING LINK:**

Thanks for your time [REDACTED]. Now over to you [REDACTED] with our  
Endangered Earth update...

**...ROLL ENDANGERED EARTH/ CUE NOW**

### 3. Camera Three

LS Endangered Earth Presenter

#### **ENDANGERED EARTH PRESENTATION:**

Kia Ora, Welcome to Endangered Earth, Where we spot light some animals out there that are really struggling for survival.

Our first animal this week is the Red Panda of Asia; this small mammal is bigger than a cat and lives on a diet of bamboo. There are just 2500 adult Red Pandas left because humans are destroying their environment .

Now we cross to Africa, where the Chimpanzee is also suffering from their homes being destroyed by humans. They are also hunted and are also popular as pets. Right now there are only 100,000 to 200,000 left in the wild and even though they are very human-like they won't cope with the pressures being placed on them for long.

Next we go over to the Sumatran tiger of Indonesia. The Sumatran tiger is the smallest of the five remaining sub-species of tiger. They are considered to be Critically Endangered. There are fewer than 400 remaining in the wild due humans using them for traditional medicines and destroying their environment.

And now closer to home, the Tuatara has been on the Endangered List since 1895, and like many New Zealand natives it is threatened by introduced mammals such as rats. Remember you can help New Zealand natives by keeping your cat indoors at night and keeping your dog on a lead when out walking.

All of the endangered animals we looked at in today's show are at Wellington Zoo where they are doing their best to help these animals live on.

That's all from me; catch me next time when we next review the Endangered Earth...

Back to the desk with  and 

**FLOOR MANAGER  
PREPARE TO CUE:**

**CAMERA 2 IS NEXT ...**

**...CUE NOW**

**2. Camera Two**

2S Both Presenters

**CAMERA TWO  
SLOWLY ZOOM OUT  
TO A LONG SHOT**

**TECHNICAL PRODUCER  
PREPARE TO ROLL  
CREDITS & PRESS 'INPUT  
SELECT 2'**

**3. Rostrum Camera**

Half mix: (pull T Bar down  
halfway & leave)

**TECHNICAL PRODUCER  
ROLL CREDITS ...**

**CLOSING LINK - presenter 1+2:**

Thank you [REDACTED], we will do our best to help those poor endangered animals .

Well folks that's all from us too.

We hope you've enjoyed the show and we wish you all a pleasant evening.

Thank you all for watching and we'll see you again next time.

From the whole team at Zoos Noos

**GOOD BYE / E NOHO RA**

## **Brown Kiwi**

Facts about the brown kiwi

- The female is bigger than the male.
- They are flightless, burrows in the ground and mainly nocturnal.
- Kiwi eggs are huge in comparison to other birds of a similar size. The egg is 15% of the female's body weight (compared to 2% in the ostrich).
- Kiwi have nostrils on their end of their beaks to help them locate their food by smell as they don't have very good eyesight.
- The feathers on a kiwi are more like hair than feathers.
- Kiwi have short but powerful legs and sharp claws. Kiwi defend their territories fiercely and use their legs and claws to fight off other kiwi who come into their area.
- Kiwi can live up to 40 years old
- Kiwi eat mainly earthworms, grubs, forest invertebrates and fallen fruits
- One of the biggest threats to adult kiwi is people letting their dogs roam free through the bush. So next time you're going for a bush walk – make sure your dog is kept on a leash.
- Wellington Zoo raised 52 kiwi chicks from 1981 – 1999 and has recently established a new breeding pair in the hope that more chicks will be born here.

Questions they might ask about the kiwi?

1. What do kiwis like to eat? *Kiwi eat mainly earthworms, grubs, forest invertebrates and fallen fruits*
2. What are some of the biggest problems kiwi face? *people letting their dogs roam free through the bush. So next time you're going for a bush walk – make sure your dog is kept on a leash*
3. What can we do to help kiwi? *When you go for a bush walk – make sure your dog is kept on a leash*

## **Chimp: Facts**

- Infant chimpanzees have a white tuft on their rump and pink-brown facial skin which darkens by adulthood.
- Chimps are omnivores and eat fruit, leaves, flowers, seeds, insects and small animal prey.
- Chimpanzees reach sexual maturity around 11-13 years of age. The average life span of a chimpanzee is 50 years.
- Chimpanzees are a 'great ape' along with gorillas, orang-utans, bonobos and humans.
- Adult chimpanzees are six times stronger than an average human.
- Chimps can recognise themselves in a mirror and have the ability to learn sign language.

- They are one of the few mammals that manufacture and use "tools". They may use leaves to clean the body, twigs to gather insects and stones to crack hard seeds.
- Wellington Zoo has a troop of 13 chimpanzees. Studies on our chimps have shown they're not interested in television or radio, the stimulation they get from interacting with other members of the troop is enough to keep them mentally stimulated.
- Chimps first came to Wellington Zoo from London Zoo in 1956, for the Zoo's birthday party. These were young chimps who participated in Chimpanzee tea parties. These tea parties were very popular and so many as 2,000 Zoo visitors would attend a tea party.
- Our youngest chimp, Beni, was born at the Zoo in October 2007.

### Questions about chimps

1. Are chimps intelligent? *Yes, evidence includes Chimps can recognise themselves in a mirror and have the ability to learn sign language*
2. What do they use tools for? *They are one of the few mammals that manufacture and use "tools". They may use leaves to clean the body, twigs to gather insects and stones to crack hard seeds.*
3. Can you tell chimps apart? *They do look different but you need to spend a lot of time watching them to spot the differences.*

### **Red Panda: Facts**

IUCN: Endangered

- Anatomical features indicate red pandas are most closely related to the racoon and similar to giant pandas and bears but are now in a 'family' of their own.
- The red panda is most active in the early morning and late afternoon spending most of the day resting in trees conserving their energy as their bamboo diet has a low energy content.
- Red pandas are normally solitary but form pairs in the breeding season.
- Red pandas are only in season for one day a year.
- The red panda was first discovered by western explorers in 1821, 48 years before the giant panda in 1869.
- The Chinese name for red panda is *hunho* or *firefox*, due to their colouring and similar size to a fox.
- Like giant pandas, red pandas have an extra 'thumb' which is simply an enlarged bone.
- A red panda can consume up to 45 percent of its own body weight daily eating approximately 200,000 bamboo leaves daily.
- The origin of the name Panda is the Nepalese word *nigalya ponya*, which means "eater of bamboo".

### Questions for Red Panda

1. Which animals are Red Pandas most closely related to? *Racoon*

2. Why do Red Pandas have an extra thumb? *To help them to strip the leaves off the bamboo stalk.*
3. Do Red Pandas live in groups? *normally solitary but form pairs in the breeding season*

### **Sun bear: Facts**

- Sun Bears get their name from the yellow-ish mark many have on their chests - that looks like the rising sun.
- Sun bears are the smallest of the eight bear species.
- Little is known about the social habits of sun bears or how many there are remaining in the wild.
- Sun bears are primarily nocturnal, and spend much of the day sunbathing or resting. They are tree climbers and spend most of their time amongst the branches.
- As protection from predators the sun bear has very loose skin around its neck. If grabbed from behind, the bear can wriggle its body inside its skin, far enough to turn around and bite back
- They are also known as "honey bear". Their Malayan name, *basindo nan tenggil*, means "he who likes to sit high". Local peoples refer to it as the "dog bear" due to its small size.
- The pigeon-toed gait signals that this animal lives in trees.
- The paws of the Sun Bear are large with naked soles, possibly an adaptation for better tree climbing.
- Wellington Zoo is the only Zoo in New Zealand that has sun bears, and was the first Zoo in Australasia to successfully breed sun bears in captivity.
- Chomel has had two litters where the cubs survived. One cub Arataki lives in Canberra Zoo, while Sasa lives at Wellington Zoo with her mother.
- Sean, Wellington Zoo's male sun bear, was rescued from outside a restaurant in Cambodia by Free the Bears.

### Questions for Sun bears

1. Which type of bears are the smallest? *Sun Bears*
2. Are sun bears endangered? *They probably are but we don't actually know how many of them are left to accurately say.*
3. What adaptations does a sun bear have for its habitat and lifestyle? *The pigeon-toed gait signals that this animal lives in trees. The paws of the Sun Bear are large with naked soles, possibly an adaptation for better tree climbing. As protection from predators the sun bear has very loose skin around its neck*

### **Giraffe: Facts**

- Each giraffe has a unique spot pattern.
- Giraffes can spend up to 20 hours a day feeding and can eat up to 66kg of food daily.

- Giraffes drink water if it is available but can go weeks without it; they rely on the morning dew and the water content of their food.
- Giraffe can run at speeds up to 50kph but only for short bursts at a time.
- Females give birth to a single baby after a 15 month pregnancy. The baby is 1.8m tall when it is born, and is born feet first. Calves can stand within an hour of birth.
- Although generally quiet giraffes have been heard to grunt, snort and bleat.
- Giraffes sleep the least of any mammal – they only sleep for between 10 minutes and two hours a day.
- They have only seven vertebrae in their neck, the same number as humans.
- They have special two way valves in their veins so they can bend over without getting a head rush. A giraffe's heart is as big as a basketball and weighs around 12kg.
- A giraffe's horns are not really horns at all – they are bony masses covered with skin and tufts of hair called ossicones.
- Giraffes have lived at Wellington Zoo since 1988.

#### Questions on giraffes

1. How big is a giraffe's heart? *as big as a basketball and weighs around 12kg.*
2. How much of a giraffes day is spent eating? *Up to 20 hours*
3. Can you tell giraffes apart? *Yes each one has a unique spot pattern*

#### **Cheetah: Facts**

- The cheetah's flexible spine, oversized liver, enlarged heart, wide nostrils, increased lung capacity, and thin muscular body make this cat the swiftest hunter in Africa.
- Cheetahs can reach speeds of 110 km/h in seconds. At two points in the stride, no feet touch the ground.
- It can run only 350 to 550 metres before it is exhausted; at this time it is extremely vulnerable to other predators, which may not only steal its prey, but attack it as well.
- Black "tear marks", which run from the corner of a cheetah's eyes down the sides of the nose to it's mouth, keep the sun out of it's eyes and aid in hunting.
- Female cheetahs are solitary, and the only time they will live with other cheetahs is when she is caring for her offspring. Male cheetahs live and hunt in groups of up to five animals, often all brothers, and may stay in this group for life.
- Cheetahs make chirping sounds, and hiss or spit when angered or threatened. They purr very loudly when content. Cheetahs are the only big cat that purr.
- The cheetah's long association with humans dates back to the Sumerians, about 3,000 BC, where a leashed cheetah, with a hood on its head, is depicted on an official seal.

#### Questions on cheetahs

1. What features does the cheetah have to be the fastest land animal? *The cheetah's flexible spine, oversized liver, enlarged heart, wide nostrils, increased lung capacity, and thin muscular body make this cat the swiftest hunter in Africa*
2. Which is the only big cat to purr? *Cheetah*
3. Why do they have black tear marks? *Black "tear marks", which run from the corner of a cheetah's eyes down the sides of the nose to its mouth, keep the sun out of its eyes and aid in hunting*