

# Penguins

A new theatre and dance experience for young children



# Penguins

## Inspired by a true story

*Penguins* is a co-produced piece of children's theater from Cahoots NI, Birmingham Repertory Theatre and Prime Theatre. In our story, two male Chinstrap Penguins in a zoo fall in love and try to hatch a rock in place of an egg. When the Zookeeper sees this, she replaces the rock with a discarded egg which the Penguins nurture. Eventually they hatch a baby chick and start their adventure as a family. Perhaps you've heard this story before... it's based on real life events in New York's Central Park Zoo!

The story of Roy, Silo, their chick Tango and the Zookeeper, Mr Gramzay, was first reported in the New York Times in 2004.

Since then, Roy, Silo and Tango have gone on to inspire theater productions such as 'Penguins' and the award-winning book, 'When Tango Makes Three', written by [Peter Parnell](#) and [Justin Richardson](#), illustrated by [Henry Cole](#).

Our story is not an exact adaption of Roy and Silo's tale, but we have drawn inspiration from their adventure to create a new theater production with lots of dance, magic and music.

In this pack you will find some educational resources for your use before and after your visit to *Penguins*. We do hope you find them useful and can use them to extend our story of love, friendship and family beyond the theater and into the classroom.



# SCIENCE

## Useful information about Penguins

Penguins live in colonies, where you can find large numbers of the birds nesting in what is known as a 'Rookery'; these can span across multiple square kilometers of land.

Penguins are highly sociable, communicating with one another by performing physical and vocal displays. Like humans, penguins have their own distinguishable voice, allowing them to identify themselves to other individuals within the larger colony.

Penguins have courting rituals, which can differ between the bowing of their head, flapping their flippers and braying loudly to one another. Whilst their long beaks mean they cannot kiss one another as humans do, penguins are known to rub the side of their faces with their mate's, which some scientists believe is a sign of showing affection. Most species of penguin are typically monogamous, meaning they reproduce with one partner only, however they can be known to move onto different mates in subsequent mating seasons.

Penguins produce clutches of eggs, which usually consist of two eggs at a time. There is an incubation period with some species of penguin where nesting partners balance their eggs on their feet, allowing the chick to remain warm. Whilst one penguin incubates the egg, the other is known to depart for a feeding period, which can range from a couple of days, through to several weeks for an Emperor Penguin.

## Types of Penguins

Penguins live on a diet of assorted fish, krill and squid. There are seventeen identifiable species of penguin, listed below.

- Adelie Penguin –** Adelie Penguins are commonly found on the shores of the Antarctic Continent, including the South Shetland Islands. You can identify the breed by observing the white ring around its eyes.
- African Penguin –** These are the only penguins to live in Southern Africa. Their voices are unusually loud and raucous, giving them the nickname Jackass Penguins.
- Chinstrap Penguin –** Roy and Silo, featured in *Penguins*, are Chinstrap Penguins. They are identified by their black line across their cheeks and are most commonly found around the Antarctic Peninsula.

<b>Emperor Penguin -</b>	The largest of all penguins, they are recognised by the pale yellow strap across their necks. Emperor penguins are typically found in large colonies across the southern parts of the Antarctic Continent.
<b>Erect-crested Penguin –</b>	Aptly named due to their tall yellow plume on the top of their heads. These penguins are found in New Zealand and its surrounding islands.
<b>Fiordland Penguin –</b>	Similar in appearance to the Snares Penguin, although typically much larger. Fiordland Penguins are found on the Southwest portion of New Zealand’s South Island.
<b>Galapagos Penguin –</b>	Native to the Galapagos Islands in the Pacific Ocean, these penguins have a white line around their cheeks and a large bill.
<b>Gentoo Penguin –</b>	Two sub-species of Gentoo Penguins exist, with the larger living in the sub-Antarctic and the smaller breed on the Antarctic Peninsula.
<b>Humboldt Penguin -</b>	Typically found along the Humboldt Oceanic Current, which stretches across the Western side of South America, Humboldt Penguins have a wide white band across their head.
<b>King Penguin –</b>	King Penguins have the longest breeding cycle, spanning between 14 – 16 months. They live on the sub-Antarctic islands, where they remain year-round.
<b>Little Penguin –</b>	The world’s smallest penguin. You can find Little Penguins around New Zealand and Australia.
<b>Macaroni Penguin –</b>	The largest species, in relation to numbers, Macaroni Penguins have a bright orange crest. There are over 200 breeding colonies of Macaroni Penguins, and they are most commonly found between the sub-Antarctic and the Antarctic Peninsula.
<b>Magellanic Penguin –</b>	These penguins are commonly found on the southernmost tip of South America, as well as the Falkland Islands.

- Rockhopper Penguin –** A Rockhopper Penguin is distinguished by its bright yellow feather plume. They are typically found on the islands north of Antarctica, including New Zealand.
- Royal Penguin –** Located on Macquarie Island in the South-western Pacific Ocean. Royal Penguins are identifiable due to their orange feather plumes.
- Snares Penguin –** Snares Penguins can be found south of New Zealand on the Snares Islands. Their plumes differ to other types due to their drooping nature.
- Yellow-eyed Penguin –** So called due to their yellow eyes and yellow stripe across their head, Yellow-eyed Penguins are usually found on New Zealand's south island, as well as the smaller surrounding islands.

Lots of pictures and more information on each of these penguins can be found HERE :

[www.penguinworld.com/types/index.html](http://www.penguinworld.com/types/index.html)

### Why not try...

- Studying the **Geography** of the Arctic and asking questions about climates, weather and food.



- Investigating floating and sinking experiments and test materials that would keep a penguin or a person dry when exposed to water
- Using penguins to support counting activities in **Math** and solve grouping / number problems

More fun penguin themed activities can be found HERE :

[www.kidzone.ws/animals/penguins/activities.htm](http://www.kidzone.ws/animals/penguins/activities.htm)

# THE ARTS

## DANCE

In the show, our Penguins do not speak. They use their faces and bodies to convey emotion and tell the story through dance and movement. Internationally acclaimed Choreographer Carlos Pons Guerra worked with two male dancers in an initial development stage, before we cast our three current Penguins through an audition process in Birmingham. Although no lines are spoken, in the rehearsal room, specific lines were assigned to every one of the dancer's movements, essentially creating a silent script to aid the dancers in conveying the story!

Our Penguins' movements are quirky and clumsy out of the water, but become fluid and gentle when they go for a swim! It was important to us that our Penguins didn't waddle or appear overly cartoonish. They are very much humanised versions with distinct characteristics that hopefully you can spot. Carlos and our cast worked for a long time on the physicalisation of our penguin characters. One penguin likes everything neat, tidy and in its place. The other prefers to be carefree and a bit messy...see if you can spot which is which!

Why not try...

Experimenting with the movements of penguins in water and on land for **Physical Education**

## MUSIC

The Penguins soundscape was designed by Northern Irish Composer Garth McConaghie. During the development stages of the production in Birmingham, Garth recorded school children speaking in their many amazingly diverse languages for use on the soundtrack. Listen for them closely! These recordings help set the scene that we are really in Central Park Zoo with hundreds of excited visitors peeking into the animal enclosures.

Why not try...

- Getting into groups and asking each to create a soundscape of the Zoo, using their voices, bodies and objects from around the room. Conduct the group by bringing in Group One, then Two, then Three and so on. Indicate volume by raising your hand to increase volume and lowering it to decrease. Experiment with pace and tempo.

- If you have musical instruments you could try and recreate some of the music you hear in the show. Try experimenting with different sounds to evoke feelings of love, excitement or sadness.

## DESIGN



Our beautiful set and costumes were designed by Sabine Dargent. Our penguin enclosure is built of various different blocks of 'ice' that light up in cool shades of blue and purple. As we like to use lots of magic in our productions, each box contains a few secrets that you will spot in the show!

Although it only features briefly, the ornate cabinet that our Zookeeper uses as the entry to the penguin enclosure was actually the first piece purchased for the show. Cahoots NI's Artistic Director Paul Bosco Mc Eneaney spotted it in a thrift store in Belfast and bought it right away! He liked the way it houses many different intricate drawers in which secrets could be hidden. Once again, this cabinet contains much more than meets the eye!

Why not try...

- Developing **Art and Design** techniques using paints or chalks to create sea pictures by mixing colours and using different shades of blues and gray.
- Building habitats (of either the penguin house at the zoo or the wild) using junk modelling for **Design and Technology**.

## DRAMA

Below are some fun ice-breaker games that can be used to warm-up little penguins!

### Ice / Nest / Ocean

Penguins live in severely harsh conditions. Divide the room into three sections. Section One is slippery ice, where the students must all pretend to struggle to stay upright; Section Two is the nest, where all penguins must huddle together in their colony and Section Three is the Ocean, where all penguins must swim and hunt for fish. At different intervals shout out 'ICE', 'NEST', or 'OCEAN', enabling the class to move to the correct position. The last student to the correct section is out of the game. Continue until there is a winner.

### Pass the Egg

Penguins must carry their unhatched eggs on their feet to keep them warm. Divide the class into partners, asking each partner to stand opposite the other across the room. Give each partner a ball, this will be their egg. One partner must keep the egg in between their legs and travel towards the other, ensuring they pass it over without dropping it on the floor. This game can work as a relay race.

### Secret Flipshake

Penguins communicate through distinct calls and physical gestures. Divide the students into group of two. Ask each partner to create three actions and one sound which they will perform as a routine. Ask the students to get creative, thinking of penguin-related movements. Perform each routine for the rest of the group.

### Waddle Waddle

There are seventeen known breeds of penguin. Seat the class in a large circle. Divide the class into three, allocating the following names to each student: Chinstrap, Emperor or Rockhopper. Begin the game by shouting one of the three names.

Once their name is called out, each penguin must waddle over to a new space, making sure they are not the last penguin to find a seat. The last penguin to sit down has to shout a new name, allowing the next group to move. If the leader shouts out 'SNOWSTORM', then all penguins have to move to find a new seat.





## **Penguins Stop and Go**

This is a very physical game that encourages students to listen carefully to instructions, be aware of the space around them and speak with clear volume and diction. The game begins with all the participants understanding that they are in the role of penguins for the duration of the game. Below is the set of rules:

Penguins Go: Participants walk around the room

Penguins Freeze: Participants stand still wherever they are

Penguins Sky: They all point up

Penguins Sea: They all point down

Penguins Hunt: They all search around the room whilst saying

“Here, fishy fishy fishy!”

Penguins Huddle: They all huddle in the middle

Penguins Hide: They all duck and shout “Shark!”

Penguins Protect: They all spin around and drop to the floor shouting “Oh no, my baby!”

The Ice is Melting: They all wobble

The Ice is Solid: They all give a sigh of relief

After the young people get used to the rules they all become opposites. Go turns to Freeze. Sky to Sea. Hunt to Huddle. Hide to Protect and Melting to Solid. This encourages the group to really focus and develop their concentration skills.

## **Still Image Storytelling**

Begin by explaining to the young people what a still image is. A still image is “when someone uses their facial expressions and body language in order to act out a story without moving”.

Ask everyone to find a partner and a space. Go through the following story and ask the students to create still images of the listed moments. Do these one by one and observe and comment upon the images the pairs create.

- 1) Lots of families were walking around a busy zoo
- 2) Two male penguins called Roy and Silo fall in love
- 3) Roy and Silo want to have a baby and try hatching a rock
- 4) The Zookeeper gives Roy and Silo an egg
- 5) They take care of the egg all day long
- 6) The egg finally hatches and they name their baby Tango
- 7) Tango, Roy and Silo live happily together

### Meeting the Zookeeper

This activity gives the young people the opportunity to interview the character of the Zookeeper and find out more about the story. Young people can creatively think about the narrative, the characters and the feelings that run through the story. A member of staff should dress up as the Zookeeper and introduce themselves. Then allow the young people to think of questions they may want to ask. You may want to prepare this activity first with the young people before they 'Meet the Zookeeper'. Example questions may include:

- Where did the egg given to Roy and Silo come from?
- How old is Tango now?
- What do you feed the animals?
- What were your thoughts when you saw two male penguins in love?

### Why not try...

- Creating dialogue for the characters in Penguins in **literacy**, asking the animals questions about their story or create a story board to sequence the main events
- Writing penguin poems using words to describe their appearance and movements



# FAMILY, DIVERSITY AND IDENTITY

Educators of young children should be confident in how to deliver messages of equality and diversity in schools and pre-school settings. There are children in our schools who are being brought up in families that are different; some children have both a Mom and Dad; some children have either a Mom or a Dad; some have two Daddies or two Mommies; some have a Step Moms or a Step Dad; some live with Grandparents or in a foster family and some children could be adopted.

Every child deserves to be taught that their family structure is ok and accepted. Furthermore, every child deserves to be prepared for life in the 21<sup>st</sup> Century where they are going to meet people who have different ethnicity, faith, sexual orientation, abilities or disabilities, gender and gender identity. Schools should prepare children to accept and celebrate difference as they grow up.

How do we teach about this? We make sure there are examples in our curriculums of different family models and we make sure when we talk about family we use a variety of models. We use resources that support diversity and picture books that include different people.

Some adults and some parents may object on religious grounds to schools teaching that “equality” must include Lesbian, Gay, Bisexual and Transgender equality, or to children being taught that some people are Lesbian, Gay, Bisexual or Transgender in our communities. Everyone is allowed their opinion and it is healthy for children, as they grow up, to understand that there are different views in the world. There are also different people and we want our children as they become citizens in our

communities, to be able to live and work alongside anyone, regardless of their ethnicity, faith, gender or sexual orientation.

Our advice is that schools should teach equality for all sections of the community. School Governors or Trustees should be looking for ways to deliver equality in the school curriculum and school policies will reflect the need to safeguard all children, regardless of background.

Many schools hold a “Diversity Day” where the school celebrates difference in their community. This is a great start, but a more effective strategy is to submerge the ethos in to the fabric of the school and build an understanding over time.



The aim is to enable children to understand diversity and difference is a part of everyday life, something to celebrate and something they can relate to that affects everybody; we are all different in some way and we all belong.

We have provided four lesson plans for children aged 3+ written to help schools develop the themes explored in *Penguins*.

### Lesson plan 1: The Cupboard drawer

At the start of *Penguins* we see a cupboard on stage. Gradually drawers are opened and objects shown to represent different animals in the zoo. We see a lion's mane and we realise the cupboard is the zoo and we could open any drawer to hear a story about one of the animals living there. The third drawer chosen allows us in to the world of the penguins; objects inside the drawer are revealed to be two ties and a rock, which is where the story begins.

In this lesson the aim is to reinforce the idea of the animals being different but together in the zoo, in the same way that we are different but together in our class. In the show, the cupboard kept the animals safe and happy; here our school keeps us safe and happy. We have different coloured skin, different faith, different families, disabilities, ages, genders and gender identities and we live and learn together enjoying our differences.

**Learning Intention:** To identify difference in our class

**Resources:** A bag, Photos of each child

**Starter:** Put an image of the cupboard from the start of the show on the board (appendix 1) and ask the children what they heard and saw when each drawer was opened. Explain the cupboard shows us the zoo where different animals lived together. In the zoo, are all the animals the same? What different animals live in the zoo? How are they different? Focus on skin, the way they move, noises they make etc.  
In the zoo all the animals are different. In our class are all the children the same or are we different? How are we the same? How are we different?

**Main:** Ask a child to come to the front and put their hand in to the bag, taking out a photo of one of their classmates at random. The child holding the photo needs to describe the photo-child to the class; can the class recognise the child in the photo from the description? The aim is to be clear about celebrating the differences that exist between us in our class. Teachers should encourage children to think of one way in which the child in the photo is different to them and then to think of one way the child in the photo is the same. For example a child could say, "This child has different skin to me," followed by, "We have the same eye color", or "We both like football."

Repeat the exercise with different children and photos.

It is vital at the end of the exercise, particularly if differences in ethnicity or faith have been identified, that the teacher reinforces how fantastic our class is because of those differences; "Aren't we lucky to have children in our class with beautiful different skin! It makes our class colorful and interesting!"

**Plenary:** We are different and we are safe in our class together. What a great class this is. Imagine a class where every child was the same and how boring that class would be. In the zoo lots of different animals live together with different skin, different noises, different shapes and sizes. In our class we 'live' together and we say it's ok to be different and that's good! We all have different skin and hair, our bodies work in different ways, some of us have different religions and we have different families but we live together and we work together in our class; we like being different!

**Classroom displays:**

Title: "Find out about us." Recreate an image of an ornate cupboard with a 'drawer' for each child. On each drawer put the photo of the child with some information about likes, dislikes, ways that child is different.

Title: "We fit together." Create a huge jigsaw with a piece for each child where they draw a self- portrait and write a sentence about a way they are different. The jigsaw fits together to make a display or could make a huge line around the classroom. Make the point that if one jigsaw piece is missing the jigsaw does not work; we need everyone here together to make our class work.

## Lesson plan 2: The Ties – identity

In *Penguins* we see yellow and orange ties used to represent couples in the penguin enclosure who are different genders. The male penguins wear yellow ties and the female penguins wear orange ties. In the story we know the two penguins are male because of the yellow ties they choose to wear. At the start of the story the Penguins are lonely; they see all the other homes where there are a yellow tie and an orange tie showing that the penguins are a male and female couple. Our penguins do not want a female partner so we see their homes have only one yellow tie; they are alone until they find each other. When they find each other, the boy penguins swim together and cuddle in exactly the same way as the male and female penguins do. Now we see their box has two ties, but instead of being orange and yellow, there are two yellow ties. What does this show about their relationship?

**Learning Intention:** To make a choice

**Resources:** A range of different colored ribbons, tie cut outs, colors

**Starter:** Discuss the penguins set, which represents the penguin enclosure at the zoo. Ask children why there are ties hanging outside each penguin home and why in most homes there is one orange tie and one yellow tie; what does that show about who lives there? Explain the ties show that there are two penguins living in a home. Why are the ties different? Explain the ties are different to show there is a male penguin and a female penguin in the home. The yellow tie is for the male penguin and the orange tie is for the female penguin.

Point to a box where there is just one tie and it is yellow. Ask why there is only one tie, and why is it yellow? What does this tell us about who lives there?

**Main:** In the story all of our penguins wear ties that are only two colors. Tell the children you've bought lots of ribbons to show them. Sit the children in a circle and put a range of colored ribbons in the middle of the floor. Say we could have chosen to have just yellow and orange ribbons like the penguin ties in the story, but you thought because children in our school are so different, you would give the class a choice of color to use. Ask children to choose a ribbon and take it back to their place in the circle. Celebrate the different colors; "Everyone with a yellow ribbon wave it!"; "Everyone with a red ribbon wave it!" continue till all colors have waved, then perform a rainbow wave where everyone waves their colors together. Think of different ways to wave your ribbon; under your leg, jumping, turning around, clockwise and counter-clockwise etc.

Ask if anyone wants to swap ribbons; it's ok to try different colors. Ask children one at a time to approach another child and swap. Encourage children to ask in a full sentence, for example a child with a blue ribbon could approach a child with a green ribbon and say, "I've got a blue ribbon, you've got a green ribbon; can I swap with you?" If the other child is happy to swap, go ahead, if not, they should answer, "I'd like to keep my green ribbon, try xxxx (another child)."

**Activity:** In most schools children don't wear ties to show their gender; ties can be for boys or for girls. Some schools have a tie as part of their uniform and ties can have many different colors and patterns. Design a tie to show who you are; it can be yellow or orange or can use both colors, or it may have many different colors. You could draw symbols on the tie to show different parts of your personality; a football, dance shoes, a musical instrument, a math sum.

**Plenary:** All penguins are black and white (some have orange or yellow patches under the chin and some have orange feather crests) so perhaps the penguins in our story think their ties have to be the same colors; perhaps they haven't learned yet that it's ok to wear different colors; perhaps they think they have to stick to only 'penguin' colors for their ties! What do we think in our school about different colors? (We say it's ok to be different; we like to be different and we want people to be who they are). If a girl penguin came to our school and thought she had to wear an orange tie because she was a girl, what would we say? (We'd say you can wear a orange tie if you want but you can also wear a yellow tie if you want; you can choose.)

**Classroom display:** In the story the ties were displayed outside each box to show who belonged in the box. Display the ties outside the classroom to show who belongs in the class.

### Lesson plan 3: Making choices

In the *Penguins* story we follow the two male penguins as they watch couples around them produce eggs. In this scene we see the penguins explore the enclosure and pick up eggs belonging to other penguins before respectfully putting them back because those eggs don't belong to them. We see the penguins search for their own egg and find a rock that is the same shape. We then see the Zookeeper decide to swap the rock for an egg.

This is a crucial moment in the drama and allows schools to ask the question in retrospect, "Why did the Zookeeper choose to give the egg to the penguins, what was the consequence of their actions and what would have been the consequence if the Zookeeper had chosen not to give the egg to the parents?"

We want to give every child the opportunity to have the responsibility of giving an egg to the penguins so that they can have a family. This lesson plan allows children to consider the qualities that make a good parent before giving the penguins the egg.

Some children in this lesson may choose not to give an egg to the two male penguins, but there will be enough children who will choose give the egg. The aim is not to hold a discussion on whether the action was the right course to take, that question is deliberately missing. Rather we ask, "Why did the Zookeeper choose to take that course of action?"

By holding these discussions we are preparing children for life in the 21<sup>st</sup> century. We are showing that there are different ideas in society and the ideas one child may have are not necessarily the ideas held by everyone else in their class.

**Learning Intention:** To consider choices

**Resources:** An egg, appendices 2,3,4

**Main:** Discuss the penguins looking at the other eggs and putting them down. What's happening at this part of the story? What are the penguins realising at this point? (They realise they want to be Daddies) Why do the penguins want a chick? (because they want to be Daddies and they know they will be good Daddies to a chick.)  
Discuss the moments the penguins find a rock. What's happening in this part of the story? What do they think the rock is? Why do they cuddle it?  
Show the image where the rock has been replaced with a real egg (appendix 2). What's happening in this part of the story? Who gave the penguins an egg? Will the penguins be good Daddies? How do you know? (We know they wanted a chick because they looked after their rock thinking it was an egg, they cuddled their rock and made sure it was safe; they were careful and loving.)

**Activity:** In the story we saw the Zookeeper choose to give an egg to the two penguins. The Zookeeper thought they would be good parents for the chick. What would you do if you could choose? Who would like to give an egg to the penguins so they can be daddies?  
Show the image of the two penguins looking after the rock before it is replaced. Ask if anyone in the class would like to replace the rock with an egg so the penguins can be daddies?  
Use the paper penguin cut outs (appendix 3 and 4) to show the two penguins standing together and place a small rock at their feet. Now show the children an egg and ask who would like to replace the rock with this egg. As children put the egg at the feet of the penguins ask them why they think the penguins will be a good family.



**Plenary:** In the *Penguins* story we saw the Zookeeper give the penguins an egg. What would have happened if she had chosen not to give the egg to the penguins? (They would not have been Daddies, the chick would have remained without a family). In the story was the chick happy to have two Daddies? Was the chick safe and looked after? What can we learn from the Zookeeper who chose to give the egg to the two penguins?

#### Lesson plan 4: Different families

Art activity: using the coloring sheet provided (appendix 8), talk about different shades of black and gray, and different colours used in the landscape. Use the opportunity to talk about the different families represented in the picture: there are baby penguins with a Mommy and Daddy and there is a baby penguin with two Daddies from the story. On the empty rock encourage the child to draw a penguin family of their choice; it could be a family with a Mommy and Daddy penguin or a family with two Daddy penguins or two Mommy penguins. In this zoo all families are welcome and live around the pool together.

**Learning Intention:** To recognise different families

**Resources:** Appendix 6

**Starter:** Ask the children, what is a family? What is a family for? What does a family look like? What different families do we have in our classroom? Are all families the same? What do different families look like?

**Main:** Show the children the image of an empty penguin house (appendix 6), There are rocks and platforms empty of penguins and our job is to fill the penguin house with penguin families.

Say, "Have a think before you start about the different families that could be in the penguin house." We know about two different families already from our penguin story: there are families with a Mommy and Daddy and there is at least one family with two Daddies. What other families could be in the penguin house? (families with two Mommies, families with one Mommy or one Daddy, families with one Grandparent or two Grandparents). Make sure the family you live with is shown in the penguin house among all the other families.

**Activity:** Children draw and color the different penguin families living together on the rocks in the penguin house. Children should label the penguins to be clear how they are different.

**Plenary:** People used to think families were all the same; Mom and Dad and children. What are real families like today? Are all the families the same? What have we learned from the penguins in the story?

## Appendices

**Appendix 1:** Photo of cupboard set used at start of *Penguins*

**Appendix 2:** Photo of the two penguins finding the egg (after it has replaced the rock)

**Appendix 3 & 4:** Two penguins that can be coloured in and cut out to stand up as 3D models. There are tabs at the back to help the penguins stand up

**Appendix 5:** Colouring sheet: This shows a penguin enclosure with penguin couples and chicks on each rock. In the foreground there is an empty rock with a platform for the child to draw a new penguin family.

**Appendix 6:** Colouring sheet: This shows the penguin enclosure with empty rocks so that children can draw all the different penguin families.

**Appendix 7:** Colouring sheet: This shows a family of two penguins with ties and a chick nestling between them.

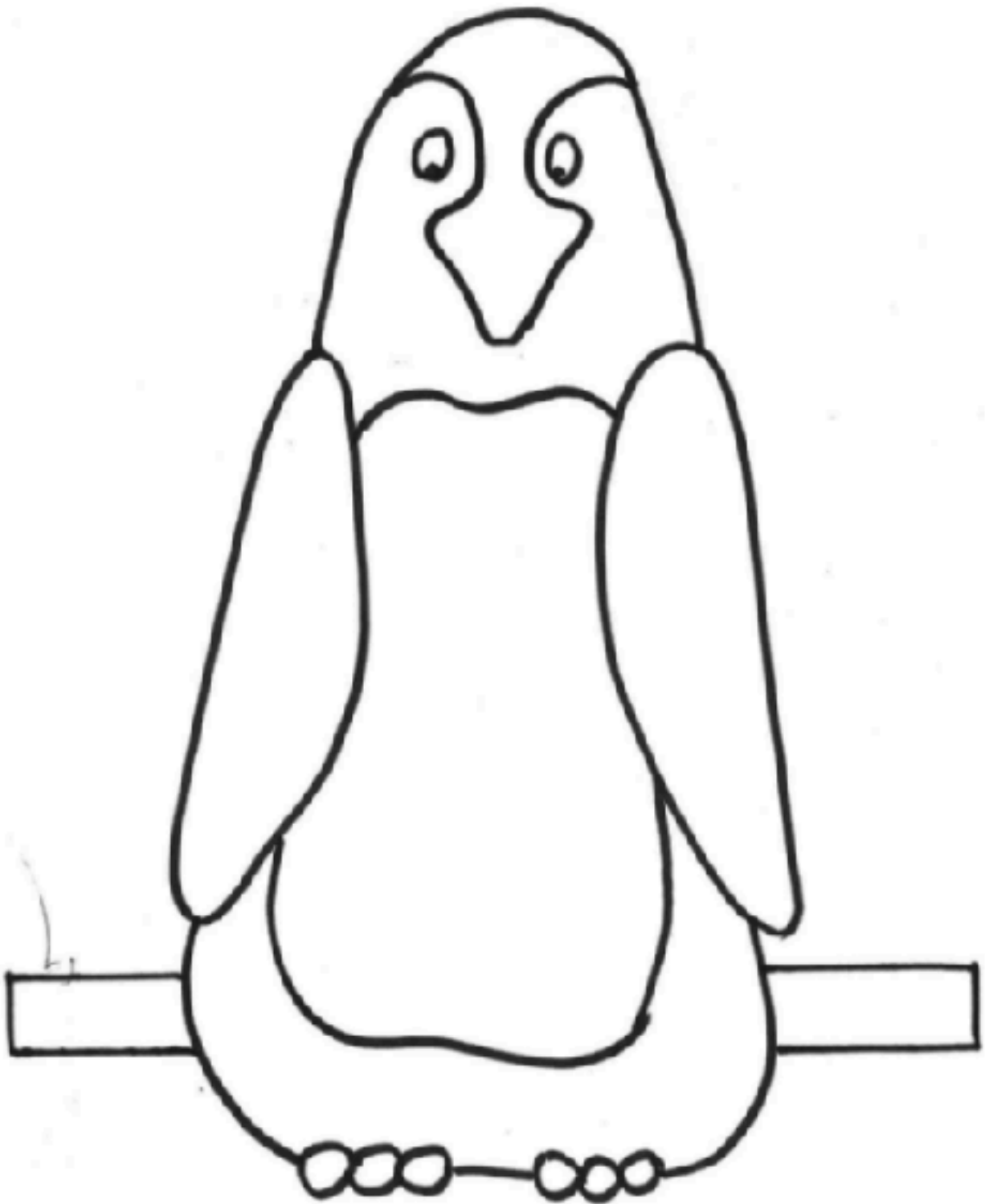
Appendix 1



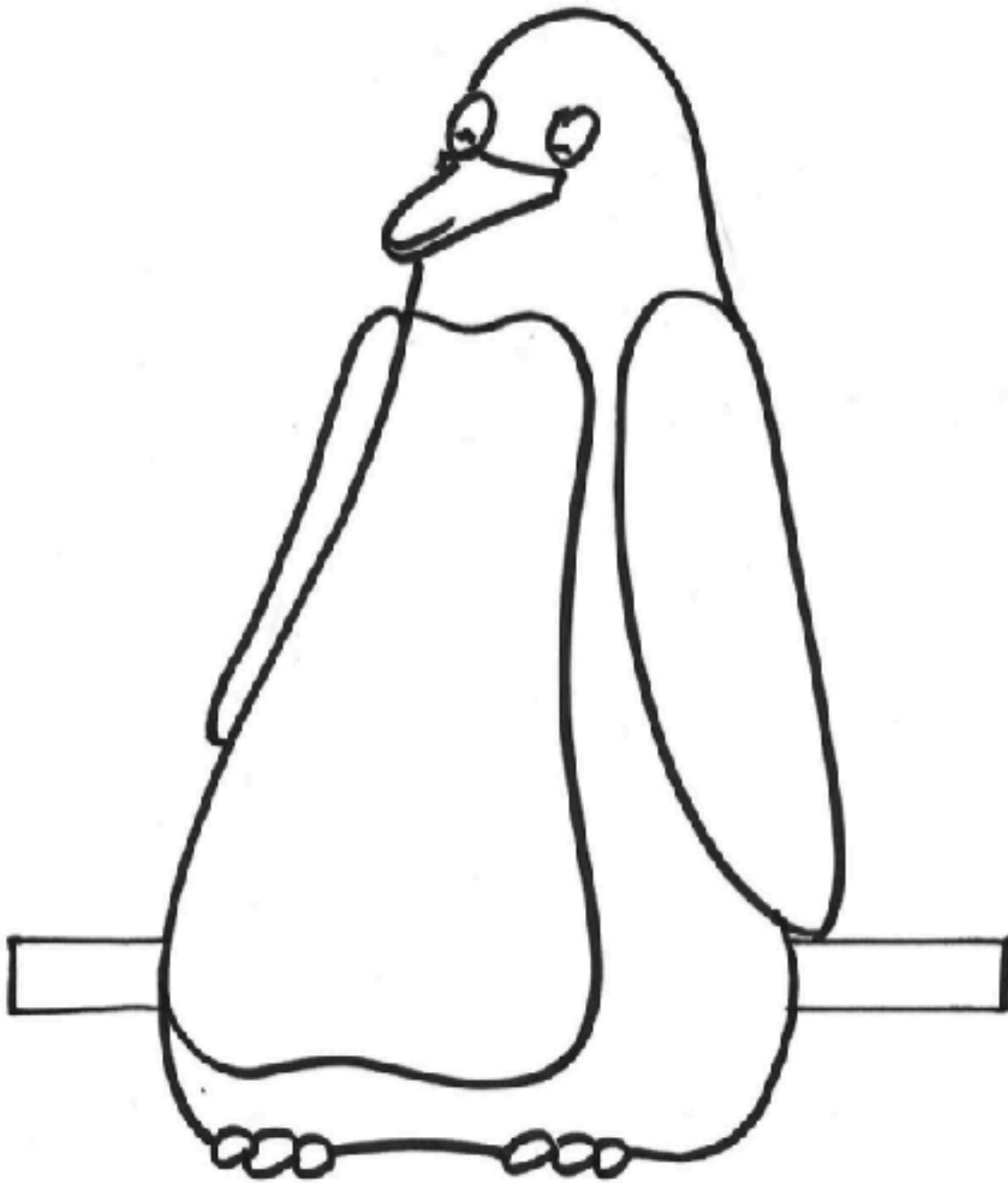
## Appendix 2



Appendix 3



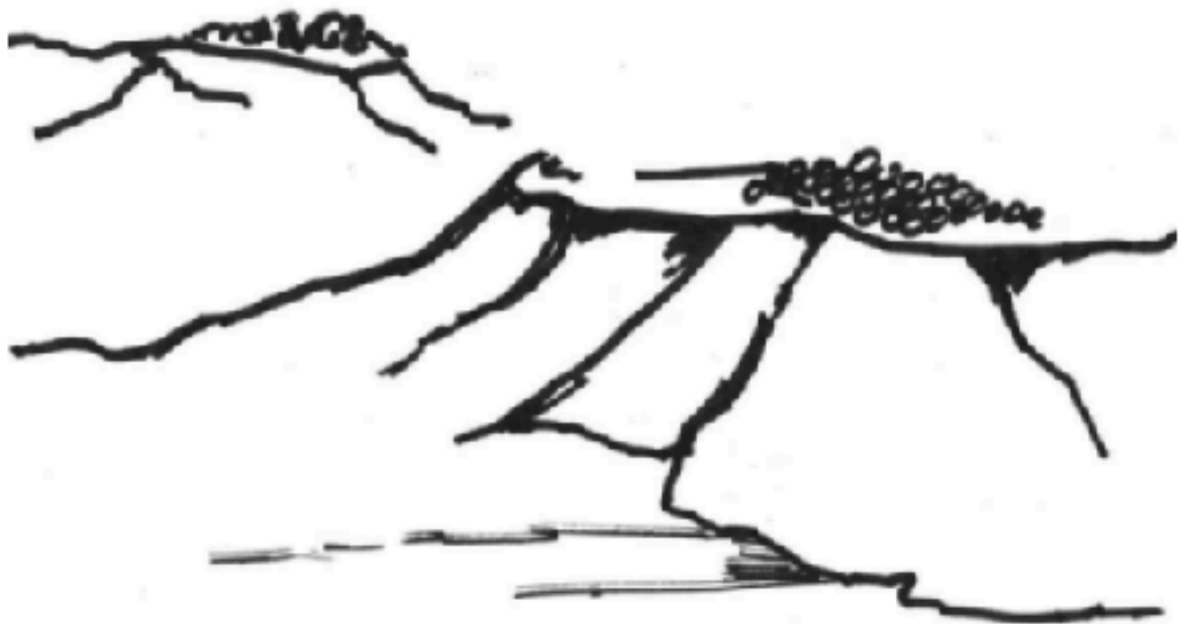
Appendix 4



Appendix 5

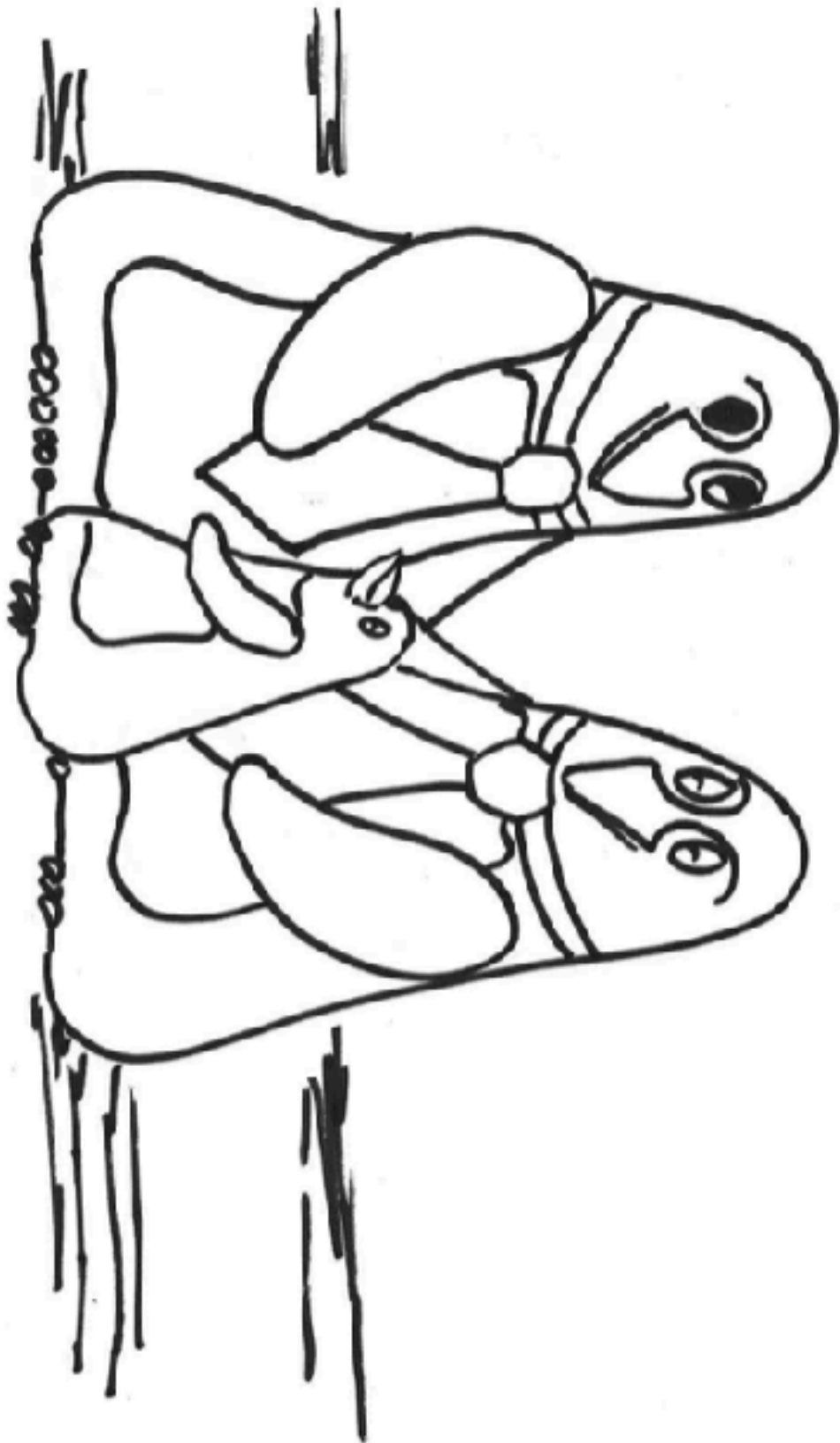


Appendix 6





Appendix 7





### **Penguin web links**

<http://www.penguinworld.com/>

<https://seaworld.org/en/animal-info/animal-infobooks/penguin/reproduction>

<https://www.livescience.com/27434-penguin-facts.html>

<http://animals.mom.me/penguins-kiss-9585.html>

*Penguins* resources written by Andrew Moffat with supplementary information by Ben Cain, Bhavik Parmar and Linda Jones.

Andrew Moffat is the founder of [www.equalitiesprimary.com](http://www.equalitiesprimary.com) helping schools to teach equality and diversity with confidence.

Andrew is the author of:

- “No Outsiders in our school: Teaching the Equality Act in primary schools” (Routledge, 2015)
- “Reclaiming radical ideas in the classroom: Preparing young children for life in modern Britain” (Routledge, 2018)

In 2017 Andrew Moffat was awarded MBE for Services to Equality and Diversity in Education.