

## Unit 3

### Gorongosa National Park

#### **Learning intentions:**

Pupils will be enabled to:

- Consider the link between the wellbeing of people, plants and animals in Gorongosa and elsewhere
- Explore the impact of the Irish Aid supported Gorongosa Restoration Project on the lives of the local people
- Identify the link between the Gorongosa Restoration Project and the United Nations Global Goals for Sustainable Development
- Apply their learning about interdependence between people and planet to their local context
- Reflect on what they have learned in this Unit

#### **Materials:**

##### **Activity One: Cause-Consequence-Impact**

- Images 1-6 [Gorongosa Photopack](http://ourworldirishaidawards.ie/wp-content/uploads/2017/01/Gorongosa-Photopack-Unit-3-3rd-4th-class.pdf) PDF available at <http://ourworldirishaidawards.ie/wp-content/uploads/2017/01/Gorongosa-Photopack-Unit-3-3rd-4th-class.pdf>
- Map of the world
- Mozambique – Country File: Teacher Resource Sheet (page 8)
- Cause-Consequence-Impact: Teacher Resource Sheet (page 9)
- Cause-Consequence-Impact: Pupil Worksheet (page 10)

##### **Activity Two: Gorongosa Timeline**

- Gorongosa Time Cards (page 11-15)

##### **Activity Three: Vinho Stories**

- Images 7-11 [Gorongosa Photopack](http://ourworldirishaidawards.ie/wp-content/uploads/2017/01/Gorongosa-Photopack-Unit-3-3rd-4th-class.pdf) PDF available at <http://ourworldirishaidawards.ie/wp-content/uploads/2017/01/Gorongosa-Photopack-Unit-3-3rd-4th-class.pdf>
- Vinho Stories: Teacher Resource Sheet (page 16)
- Vinho Wordsearch: Pupil Worksheet (page 17)

##### **Activity Four: Our Lion Family**

- Our Lion Family, video - 9.44mins available at <http://ourworldirishaidawards.ie/lesson-plans/>

- Our Lion Family Transcript PDF available at
- <http://ourworldirishaidawards.ie/wp-content/uploads/2017/01/Our-Lion-Family-Transcript-1.pdf>
- Our Lion Family: Pupil Worksheet (page 18)

#### **Activity Five: WildCam and Habitat Study**

- Gorongosa Animals: Pupil Worksheet (page 19)
- Images 12-20 [Gorongosa Photopack](#) PDF available at  
<http://ourworldirishaidawards.ie/wp-content/uploads/2017/01/Gorongosa-Photopack-Unit-3-3rd-4th-class.pdf>
- Gorongosa's WildCam project: <https://www.wildcamgorongosa.org/#/>

#### **Activity Six: Gorongosa and the Global Goals**

- United Nations Global Goals for Sustainable Development (child-friendly version):  
Pupil Information Sheet (3<sup>rd</sup>-4<sup>th</sup> class [Unit 1](#), page 18)
- Gorongosa and the Goals: Pupil Worksheet (page 20)
- Gorongosa Mission video, 2.09 mins (available: <http://www.gorongosa.org/our-story>)

#### **Concluding Reflection/Literacy Activities:**

- Gathering Thoughts: Pupil Worksheet (3<sup>rd</sup>-4<sup>th</sup> class Reflection/Literacy Activities, page 2)
- Word Map: Pupil Worksheet (3<sup>rd</sup>-4<sup>th</sup> class Reflection/Literacy Activities, page 3)

#### **Introduction:**

Unit 3 focuses on an Irish Aid supported programme in Mozambique, which is trying make a real difference in the lives of poor people and communities. The Gorongosa Restoration Project is an initiative of the Mozambican Government, working in partnership with the Carr Foundation, an American non-governmental organization (charity). Since 2008 the Project has sought to restore and conserve (protect) the wildlife and the landscape for the benefit of local communities and for Mozambique. In 2014, Irish Aid began funding the work of the Project with communities living on the northern boundary of the Park. This funding provides small farmers with advice, seeds, fertilizers, tools, and access to markets to sell their crops. It is also used to give local families access to clean water, and to create irrigation systems for school vegetable gardens.

In Activity One, pupils engage with information about biodiversity in Mozambique and Ireland, and consider the implications of situations where the delicate balance of biodiversity is upset. In Activity Two, pupils learn about the history of the Gorongosa National Park and how, with Irish Aid support, the Restoration Project is working to overcome the challenges facing people living on the boundaries of the Park. In Activity Three, pupils do a wordsearch based on a case study of the human development activities

happening as part of the Restoration Project. In Activity Four, pupils engage in a literacy activity based on a film about the work of Park rangers with the lions, that were almost wiped out in Gorongosa because of the 16-year long civil conflict in Mozambique. In Activity Five, pupils learn about Gorongosa's WildCams, and practise skills related to being citizen scientists. In Activity Six, pupils reflect on the different ways that the Gorongosa Restoration Project is working to achieve the United Nation's Global Goals for Sustainable Development.

This Unit ends with two (optional) activities which allow pupils to reflect on their learning and build their vocabulary (Gathering Thoughts and Word Map).

### **Step-by-Step instructions:**

#### **Activity One: Cause-Consequence-Impact**

**NOTE:** During this activity, it would be useful to display the images numbered 1-6 from the [Gorongosa Photopack](#) PDF available at <http://ourworldirishaidawards.ie/wp-content/uploads/2017/01/Gorongosa-Photopack-Unit-3-3rd-4th-class.pdf>

1. Remind the class that Mozambique, a country in southeast Africa, is one of Irish Aid's 8 partner countries.
2. Ask pupils to locate Mozambique on a map of the world.
3. Display [Mozambique – Country File: Teacher Resource Sheet](#) (page 8).
4. Write the following sentence on the board:

*Biodiversity means the variety of different types of animals, plants and sea life.*

5. Ask pupils to name some of the different animals, plants and sea life that can be found in and around Ireland.
6. Locate the Solafa region in Mozambique on the map of the world.
7. Ask pupils if they remember reading about Gorongosa National Park in the 2017 Our World Irish Aid Awards pupils' magazine?
8. Locate the Solafa region in Mozambique on the map of the world and explain that Gorongosa National Park, one of the world's most biodiverse places, is in Solafa. So far, 398 bird species, 123 types of mammals, 34 types of reptiles (snakes, lizards, crocodiles and turtles) and 43 types of amphibians (like frogs and toads) have been discovered there.
9. Explain that biodiversity is important because all the different plants and animals (including humans) interact and depend on each other in a very delicately balanced way. If something happens to upset this balance, it can lead to problems for some species.
10. Display [Cause-Consequence-Impact: Teacher Resource Sheet](#) (page 9) on the board and read the information aloud.
11. The biodiversity balance in Gorongosa experienced a major upset during a 16-year long civil conflict in Mozambique. Hungry soldiers killed many of the Park's large animals for meat or for sale. Local farming families moved from conflict areas to other areas where they cut down trees to clear land for growing food. After the

conflict ended in 1992, illegal hunters (poachers) killed more animals. These events caused serious damage to the environment, the animals, and the people living around the Park.

12. Display [Cause-Consequence-Impact: Pupil Worksheet](#) (page 10) on the board.
13. Read through the text on the worksheet, highlighting the fact that one of the impacts of the killing of large animals for meat or sale was that, in some of the Park's forest areas, middle sized trees were no longer trampled down by elephants. This meant that the sunlight didn't reach the ground and stopped the growth of plants that had provided food for the smaller animals that lived there.
14. Ask pupils to link the two remaining impacts to the correct consequence. [Answers: deforestation on Mount Gorongosa led to harder dry seasons; killing of large animals led to more wildfires.]

### **Activity Two: Gorongosa Timeline**

1. Remind pupils that the Mozambican civil conflict lasted for 15 years, from 1977 to 1992. Explain that it is a very sad event in Mozambican history. Not only did it impact on the delicate biodiversity balance in Gorongosa, but about one million Mozambican people died, and several million more were forced to flee their homes, moving to camps in other parts of Mozambique, (as internally displaced people), and to neighbouring countries, Malawi and Tanzania (as refugees). It takes a very long time for a country, the people and the environment, to recover from a conflict like this. For this reason, since 2008, the Mozambican Government has been working with the Gorongosa Restoration Project to restore and conserve (protect) the wildlife and landscape in Gorongosa, and return the Park to its original condition.
2. Explain to the class that to better understand what is happening today in Gorongosa National Park they are going to do a timeline activity on the history of the Gorongosa area.
3. Divide the class in small groups.
4. Distribute a set of [Gorongosa Time Cards](#) (pages 11-15) to each group, asking each pupil to randomly select a card.
5. Invite them to read the information on the cards, writing down any words/phrases they do not understand.
6. Explain that they should then organize their cards in chronological order, from the earliest to the latest dates on the cards.
7. Read the cards aloud in the correct chronological order. Invite groups to reorganize their cards if they find their dates are in the wrong order.
8. Invite pupils to call out any words or phrases they did not understand, writing these on the board as they respond.
9. Invite all pupils to suggest definitions and to use the word/phrases in a sentence.
10. Facilitate a whole class discussion using the following questions as prompts:
  - What does the information from the various aerial surveys tell us about what was happening in the Gorongosa area in the period 1920-2016?
  - Who (individuals/organizations) is involved in the restoration of Gorongosa National Park?
  - What types of activities have been happening in Gorongosa National Park since 2004? (prompt pupils to look at the Time Cards from 2004 onwards)

- Which activity do you find the most interesting and why?
  - Which activity do you think is the most important and why?
11. Conclude by highlighting that the Gorongosa Restoration Project team is working to protect the wildlife and environment in the Park, and to improve the health and wellbeing of the people living around the Park.

### **Activity Three: Vinho Stories**

1. Explain to the class that archaeologists (people who study how humans lived in the past by looking at the things they left behind) have found evidence of people living in the Gorongosa area for many thousands of years. Today, the 200,000 people around the Park face huge challenges. They don't have enough land to grow food to support their families, there are many health problems and very few doctors or clinics, and children don't usually get to secondary school. The Gorongosa Restoration Project, with the support of the Mozambican Government and funders like Irish Aid, are working with these communities to try to improve incomes, education and health, because they understand that the Park's wildlife and landscape is directly linked to the wellbeing of the local people.
2. Explain to the class that they are going to do a wordsearch based on a story about the Gorongosa Restoration Project and a village called Vinho, which is located very near to the Park headquarters.
3. Display [Vinho Stories: Teacher Resource Sheet](#) (page 16) on the board.
4. Ask for volunteers to read aloud the story on the board, and invite pupils to ask for help with any tricky words.

**NOTE:** During this activity, it would be useful to display the images numbered 7-11 (inclusive) from the [Gorongosa Photopack](#) at the points indicated on the resource sheet. PDF available at:

<http://ourworldirishaidawards.ie/wp-content/uploads/2017/01/Gorongosa-Photopack-Unit-3-3rd-4th-class.pdf>

5. Divide the class into small groups, distributing a copy of [Vinho Wordsearch: Pupil Worksheet](#) (page 17) to each group.
6. Invite each group to complete the wordsearch and swap for correction.

### **Activity Four: Our Lion Family**

1. Ask pupils if they remember Tonga Torcida from the Our World Irish Aid Awards pupils' magazine? [If not, you may wish at this point to access the information and activity on page 8 of the 2017 magazine, available on the OWIAA website].
2. Remind the class that Tonga is a young man from the Gorongosa region, who is a student and works part-time in the Park as a member of the Lion Project team.
3. Explain that they are going to watch a short film about the lions in Gorongosa National Park and answer questions based on what they see/read.
4. Distribute one copy of [Our Lion Family: Pupil Worksheet](#) (page 18) to each pupil.
5. Play the film, '[Our Lion Family](#)' available at <http://ourworldirishaidawards.ie/lesson-plans/>

**NOTE:** The film is just under ten minutes. It is narrated by Tonga Torcida in Portuguese, with English subtitles. You may wish to distribute copies of [Our Lion Family Transcript](#) (PDF available at <http://ourworldirishaidawards.ie/wp->

[content/uploads/2017/01/Our-Lion-Family-Transcript-1.pdf](http://ourworldirishaidawards.ie/wp-content/uploads/2017/01/Our-Lion-Family-Transcript-1.pdf)) and/or show the film a second time to help your pupils to complete their worksheet.

6. Invite pupils to swap completed worksheets for checking.
7. Conclude by asking pupils to discuss what they liked, found challenging/interesting about the film.

### Activity Five: WildCam and habitat study

1. Divide the class into pairs.
2. Distribute one [Gorongosa Animals: Pupil Worksheet](#) (page 19) to each pair.
3. Invite pupils to name the animals on their worksheet and colour these in when they are finished.
4. Display Image #12 (Professor E.O. Wilson) from the [Gorongosa Photopack](#) (PDF available at <http://ourworldirishaidawards.ie/wp-content/uploads/2017/01/Gorongosa-Photopack-Unit-3-3rd-4th-class.pdf>) on the board and tell the class that in 2011, Professor E.O. Wilson, a famous biologist from Harvard University, visited Gorongosa. After his visit, he claimed that Gorongosa was ‘the most diverse park in the world’!
5. Explain that many scientists and Park staff work very hard to try to better understand life in Gorongosa so that they can give good advice about how to take care of the Gorongosa environment. They know that the Park needs a certain number and types of animals for the forests and grasslands to stay healthy. One way of making sure this happens is bringing back the animals that were killed during the civil conflict, then tracking these to see if their numbers are increasing. In 2012, scientists and rangers set up 50 cameras, or ‘WildCams’, around the Park. These cameras take a photo whenever an animal moves nearby. Then the scientists and rangers found that they didn’t have enough time to go through all the photos, so they asked ordinary people to get involved. The WildCam photos are uploaded to a website and people all around the world help by taking the time to identify the animals and describe what is happening in the photos.
6. Tell pupils they are going to practise taking part in the Gorongosa citizen scientist project by looking at some photos of animals taken by WildCams, and describing what is happening in each.
7. Invite pupils to work with their partner. As each image is displayed on the board they should write down a suitable caption (title) for the photo and write down a short description of what they see.
8. Display Images #13-20 (inclusive) from the [Gorongosa Photopack](#) (PDF available at <http://ourworldirishaidawards.ie/wp-content/uploads/2017/01/Gorongosa-Photopack-Unit-3-3rd-4th-class.pdf>) on the board, allowing sufficient time between images for the pupils to discuss and write.
9. Facilitate feedback from a sample of pairs for each image.  
**NOTE:** Consider printing Images #13-20 with pupils’ captions and descriptions attached and displaying these on the classroom walls.  
For more information Gorongosa’s WildCam project see:  
<https://www.wildcamgorongosa.org/#/>

### **Extension activity – Habitat Study:**

1. Bring the class outside to carry out a habitat study, focusing on the biodiversity that can be found in the local environs.  
**NOTE:** For a list of the equipment needed and tips for organizing a habitat study see: <http://www.pdst.ie/node/3216>
2. Encourage pupils to record their findings (e.g. dates, locations, measurements, descriptions, photographs, drawings etc) in a scientific manner.

### **Activity Six: Gorongosa and the Goals**

1. Divide the class into small groups.
2. Display [United Nations Global Goals for Sustainable Development \(child-friendly version\): Pupil Information Sheet](#) (5<sup>th</sup>-6<sup>th</sup> class **Unit 1**, page 18) on the board.
3. Distribute one copy of [Gorongosa and the Goals: Pupil Worksheet](#) (page 20) to each group.
4. Show the 2.09 minute-long [Gorongosa Mission video](#) (available: <http://www.gorongosa.org/our-story>).
5. Invite each group to write down the different Goals for Sustainable Development helped by the various Gorongosa Restoration Project activities on their worksheet.
6. Take feedback from each group.
7. Conclude by explaining that the Gorongosa Restoration Project is an example of how good and lasting ways of bringing about change (sustainable development), because it can make a real difference in the lives of poor people and communities, in terms of their nutrition, health and access to decent work etc., while at the same time benefiting the Park environment and the animals that live there.

### **Concluding Reflection/Literacy Activities**

#### **Gathering Thoughts**

- Briefly summarise what has been covered in Unit 3: Gorongosa National Park  
**NOTE:** You may find it useful to either draw on the learning intentions listed at the start of the Unit or to summarise the completed activities/content from this Unit.
- Distribute 3-4 copies of [Gathering Thoughts: Pupil Worksheet](#) (3<sup>rd</sup>-4<sup>th</sup> class Reflection/Literacy Activities, page 2) randomly. Tell pupils that they should only answer one question on one of the worksheets that have been circulated, before passing it onto someone who has not yet had a chance to answer a question on the worksheet.
- Collect the completed worksheets and ask for volunteers to read the questions and responses aloud.
- Keep the completed worksheets for use during the project planning phase of your involvement in the Our World Irish Aid Awards.

### **Word Map**

- Ask pupils to brainstorm a list of the new words/phrases pupils have come across in Unit 3.
- Invite pupils to complete [Word Map: Pupil Worksheet](#) (3<sup>rd</sup>-4<sup>th</sup> class Reflection/Literacy Activities, page 3) as a homework task.



**Location:** Southeast Africa

**Population:** 26 million

**Life expectancy:** 55 years

**Currency:** Metical (1 metical = just over 1c)

**Capital city:** Maputo

**Official Language:** Portuguese

**Partner Country with Ireland since:** 1996

**Interesting facts:**

The population of Mozambique is very young. Half the people are under 17 years of age.

Mozambique is home to a world heritage site – the Bazaruto Archipelago is the largest marine reserve in the Indian Ocean.

Some of the world's richest coral reefs are in Mozambique. There are over 1,200 species of fish in the coastal waters off Mozambique.

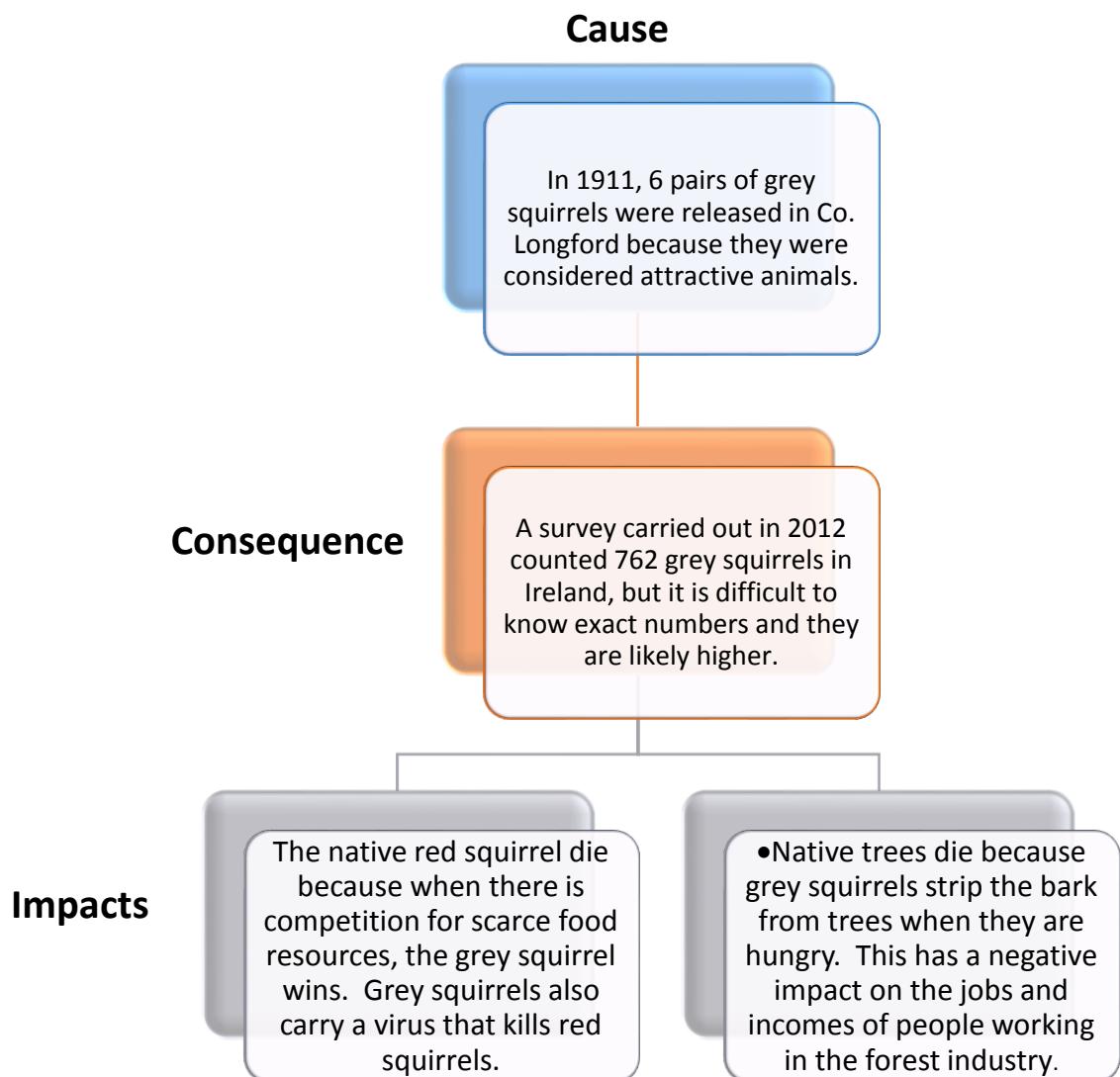
## Activity One

### Cause-Consequence-Impact: Teacher Resource Sheet

An Irish example of an upset to the biodiversity balance.



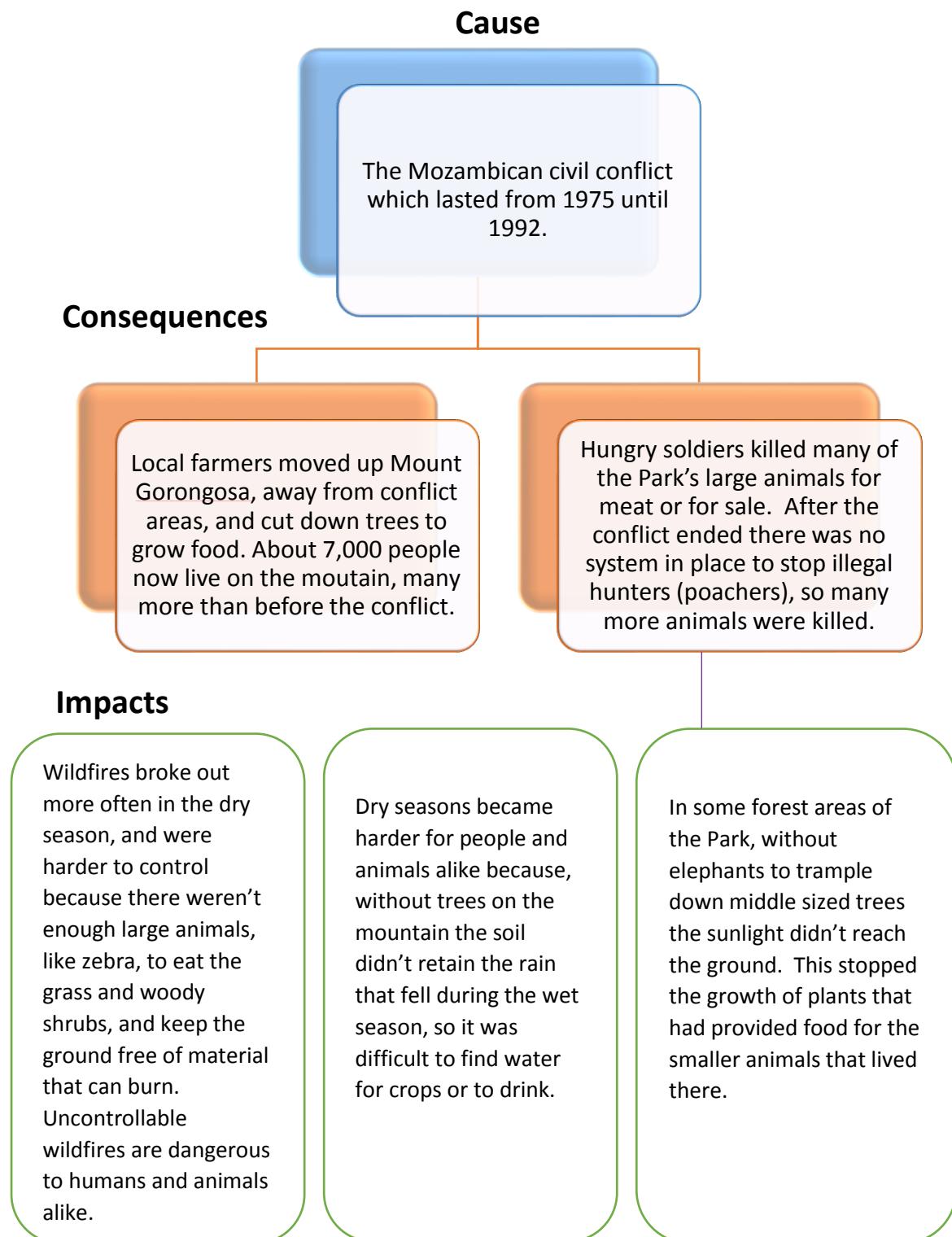
Although we often see grey squirrels in Ireland, they are originally from North America. The squirrels that are native to Ireland are red and are smaller than their grey cousins.



Source: Dept of Agriculture, Food and the Marine & Dept of Arts, Heritage and Gaeltacht (2012) Irish Squirrel Survey: <https://www.npws.ie/sites/default/files/publications/pdf/IWM89.pdf>

## Activity One

### Cause-Consequence-Impact: Pupil Worksheet



## Activity Two

### Gorongosa Time Cards



Cut the cards out and distribute one set to each small group.

**1505**



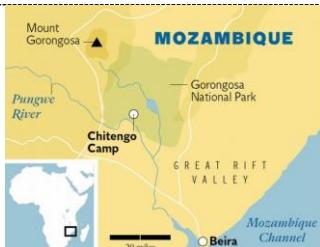
Mozambique was colonized by Portugal.

**1920**



A private company sets up a hunting reserve in Gorongosa for people who wanted to hunt for sport.

**1951**



Chitengo camp was built as the new reserve headquarters and it included a restaurant and bar.

**1960**



The Government of Mozambique declares Gorongosa a National Park.

# 1966



The Government decreases the size of the Park to provide land for local farmers.

# 1975



The People's Republic of Mozambique gains independence (freedom) from Portugal.

# 1976



A survey of the Park finds 6,000 elephants and about 500 lions.

# 1977-96



The civil conflict, followed by years of illegal hunting, leads to a 90 percent drop in the number of large animals. A survey in 1994 finds only 100 elephants left in Gorongosa.

# 2004



Greg Carr, an American philanthropist (person who uses their own money to fund good works), visits Gorongosa for the first time and sets up a project to restore and improve the Park.

# 2005



A large-scale restocking of animals like elephants, buffalo and wildebeest begins.

# 2006



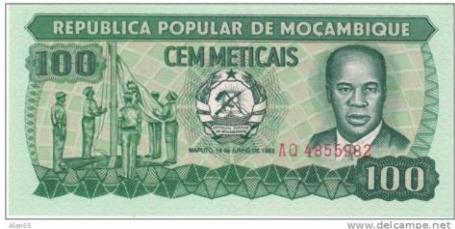
Local people get employment as tourism guides and rangers. A new primary school and healthcare clinic are built in Vinho, a village 2kms from Park headquarters.

# 2008



The Gorongosa Restoration Project team signs a 20-year deal to manage the Park with the Government.

# 2008



A mobile health clinic is set up to serve isolated communities in the region.

For the first time, 20 percent of the annual Gorongosa profits from tourism are shared with the 15 communities around the Park.

# 2010



A community education centre is built, and the Government increases the Park to include Mount Gorongosa.

A survey finds that wildlife has increased by 40 percent in the previous 3 years.

# 2011



The world-famous biologist (scientist who studies human and animal life), E.O. Wilson, visits the Park.

# 2013



Scientists discover a new species of bat called the 'Chewbacca bat,' and an ant which is not able to walk on flat surfaces in Gorongosa.

# 2014



**Irish Aid**

Government of Ireland  
Rialtas na hÉireann

Irish Aid begins to support the Gorongosa Restoration Project, funding a health and education programme aimed at helping communities living on the northern boundary of the Park.

# 2016



A new 25-year deal is signed between the Government of Mozambique and the Gorongosa Restoration Project.

## Activity Three

### Vinho Stories: Teacher Resource Sheet

The village of Vinho is in southern Gorongosa, separated from the Gorongosa Park headquarters at Chitengo by the Pungue River. During the 1977-1992 Mozambican civil conflict, many people from Vinho were killed and others were forced to run away. After the conflict, there were less than fifty people living in Vinho. Nowadays, it is a busy community of more than 1,000 people, made up of small farmers, Park employees, and their families. [Display image #7]

The Gorongosa Restoration Project staff know that if the local people can make a good living, either from farming or from employment in the Park, then they won't carry out illegal hunting or poaching. In the past, most of the small farmers living near the Park used 'slash and burn agriculture'. This means that they cut trees down and burned the stumps to clear the land for crops. This type of farming damages the soil so that the land can only be used for about 5 years. Farmers then move on to a new field and do the same again. To help farmers get more from the land the Gorongosa Restoration Project introduced a new agriculture programme which was first tried out in Vinho. This programme means that farmers learn different ways to get more from their land without damaging the soil. [Display image #8]

People living in the Gorongosa area are at risk of malaria (caused by mosquito bites) and diarrhea (caused by unclean water). The Gorongosa Restoration Project built a health centre in Vinho. Sick people and pregnant women in Vinho and surrounding communities go to the clinic for help and support to get better and stay healthy. [Display image #9]

In the past, children from Vinho went to the school in Chitengo. To get to school they had to cross the Pungue River which is filled with crocodiles! The Gorongosa Restoration Project built a new school in Vinho in 2008. The Park also supported the set-up of a school Eco Club with pupils and teachers from Vinho. Club members visit the Park to learn about biodiversity, growing and planting tree seedlings in places where trees have been cut down, and to learn about the danger of wildfires, poaching, and deforestation (removal of trees for firewood, or to make space for farming or building). [Display images #10 & #11]

## Activity Three

### Vinho Wordsearch: Pupil Worksheet

You've read the Vinho Story...now let's see if you can find some of the key words from the story in this wordsearch. To make things easier the first word (Vinho) is already done.

The words that you are looking for are:

1. ~~The name of the village in southern Gorongosa~~
2. The number of people living in Vinho after the 1977-1992 conflict.
3. The name of the river separating Vinho from the Park headquarters in Chitengo.
4. The 8-letter word that means illegal hunting.
5. The s \_\_\_ is damaged when farmers use slash and burn agriculture.
6. The Gorongosa National Park built a h \_\_\_\_\_ c \_\_\_\_\_ in Vinho to help sick people and pregnant women.
7. The name of the dangerous reptile that lives in the Pungue River.
8. D\_\_\_\_\_ means the removal of trees for firewood, or to make space for farming or building.

C	V	A	I	E	M	A	N	F	I	F	T	Y	H
P	I	T	A	T	O	E	S	R	V	O	B	A	E
A	N	Z	C	A	P	U	N	G	U	E	Y	T	A
Q	H	A	K	L	O	N	W	F	L	K	W	G	L
W	O	S	J	Q	A	M	E	X	N	T	T	G	T
E	J	C	R	O	C	O	D	I	L	E	X	M	H
R	A	F	F	E	H	C	A	L	J	A	K	N	
T	G	O	I	H	I	C	T	A	L	E	S	S	C
T	J	T	E	E	N	Y	U	L	O	A	M	X	E
Y	A	S	I	F	G	H	E	K	L	G	N	D	N
C	R	T	X	C	V	M	N	M	K	B	B	D	T
H	E	F	O	R	E	S	T	A	T	I	O	N	R
C	P	F	S	O	I	L	A	N	X	A	R	E	E

## Activity Four

### Our Lion Family: Pupil Worksheet

1. Lions live mostly on grasslands in the \_\_\_\_\_. (*Fill in the missing word*)
2. A male lion can reach \_ . \_ metres in length, and weigh up to \_\_\_ kilograms. (*Fill in the missing numbers*)
3. As new-borns, cubs are about the same size as a domestic \_\_\_. (*Fill in the missing word*)
4. What age are male lions when they leave their family (pride) to start a pride of their own?  
\_\_\_\_\_

5. Lions are carnivores. What does this mean?  
\_\_\_\_\_

6. Tonga mentions four different herbivores, or plant eating animals, that lions hunt for food. List two of these animals below.  
\_\_\_\_\_  
\_\_\_\_\_

7. Tonga says that the animals you've listed above need lions. What reason does he give?  
\_\_\_\_\_  
\_\_\_\_\_

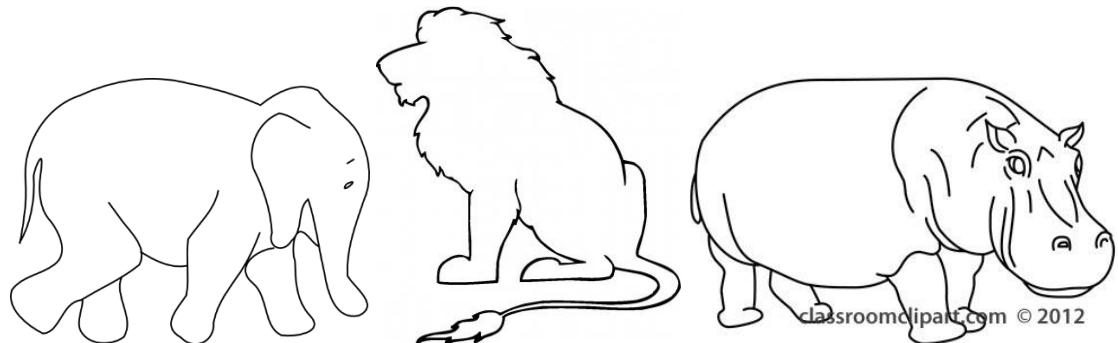
8. Tonga says that lions are in big trouble because of loss of habitat and prey. In your own words explain what he means:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. Describe what the Gorongosa Lion Project team is doing to help lions?  
\_\_\_\_\_  
\_\_\_\_\_

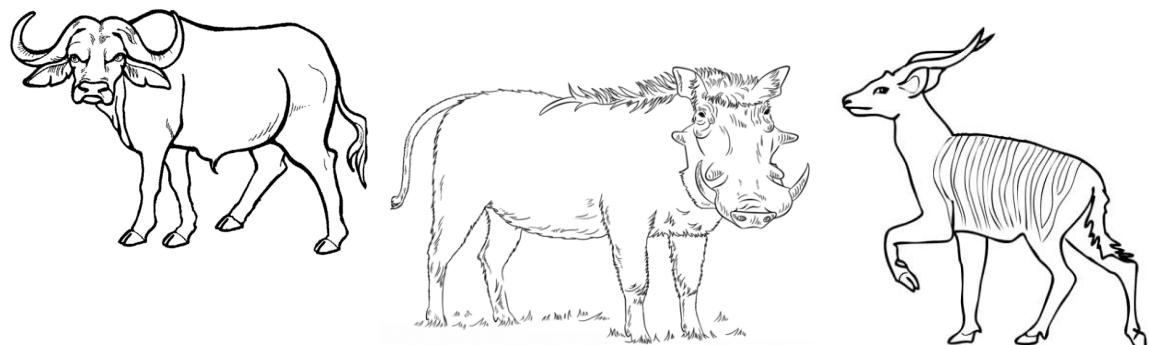
10. Why are the lions in Gorongosa National Park so important?  
\_\_\_\_\_  
\_\_\_\_\_

## Activity Five

### Gorongosa animals: Pupil Worksheet



classroomclipart.com © 2012



## Activity Six

### Gorongosa and the Goals: Pupil Worksheet

