


# Fabled Fauna



Objectives: Students will 1) distinguish between real and imaginary animals and 2) give examples of real and imaginary animals and their characteristics; and 3) identify how different representations of animals can shape people's opinion and actions toward wildlife.

Choose one of the books on the table, read the book and fill in the chart below:

Title:

	Shelter	Appearance	Actions	Food	Movement
REAL					
IMAGINARY					



Fabled Fauna  
Project WILD guide page 281  
For use in teacher workshops

This activity explores what is real and imaginary, helping students sort through things they have heard, seen on TV or read about. By discussing differences between real and imaginary in animals they develop skills needed for critical thinking throughout their lives.

After you have looked at one of the books provided and filled in the table on the back of this sheet, discuss with the other teachers at your table.

- ? What makes an animal imaginary?
- ? What makes an animal real?
- ? How do you know if something is real or not real?
- ? Can a book be both fiction and non-fiction?
- ? Is everything that is “real” also “alive”?
- ? How can we use this activity in our classroom?