School of Psychology and Neuroscience, and Department of Philosophy, University of St Andrews
What Kind of Mind?

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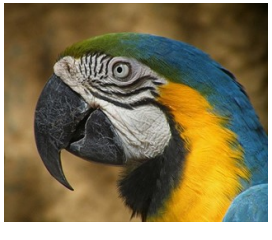
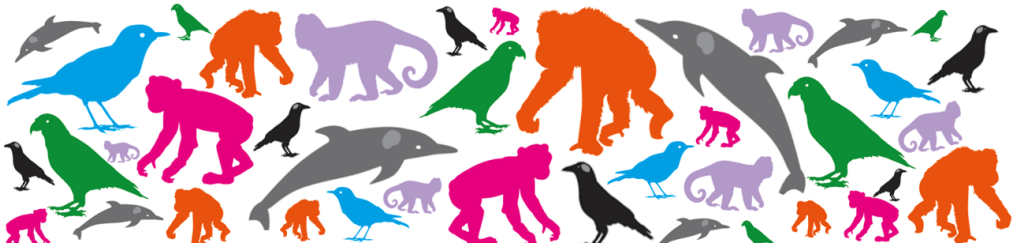
Worksheet booklet



Name: .....

Class: .....



How Intelligent Are These Things?

Move the animals, plants and objects across the scale to indicate how intelligent you think they are.

Jot down their final location here.

Not Intelligent

Very Intelligent

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Notes—feel free to jot down any questions, thoughts or ideas that you have!

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Which questions would the bat scientists ask?

What would they want to know about what humans do?

What kind of beak would be best for this bird, given its **environment**? Draw a beak that will suit it best!

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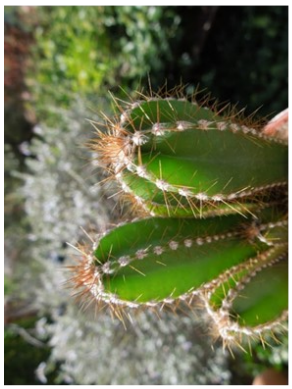
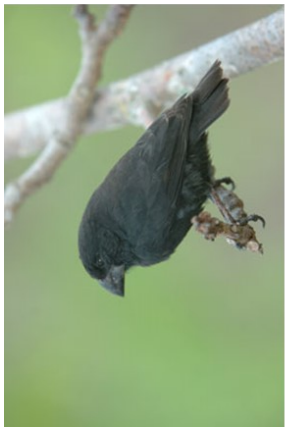
Match the finches to their food.
Remember to look carefully at their beaks to find out what they eat!

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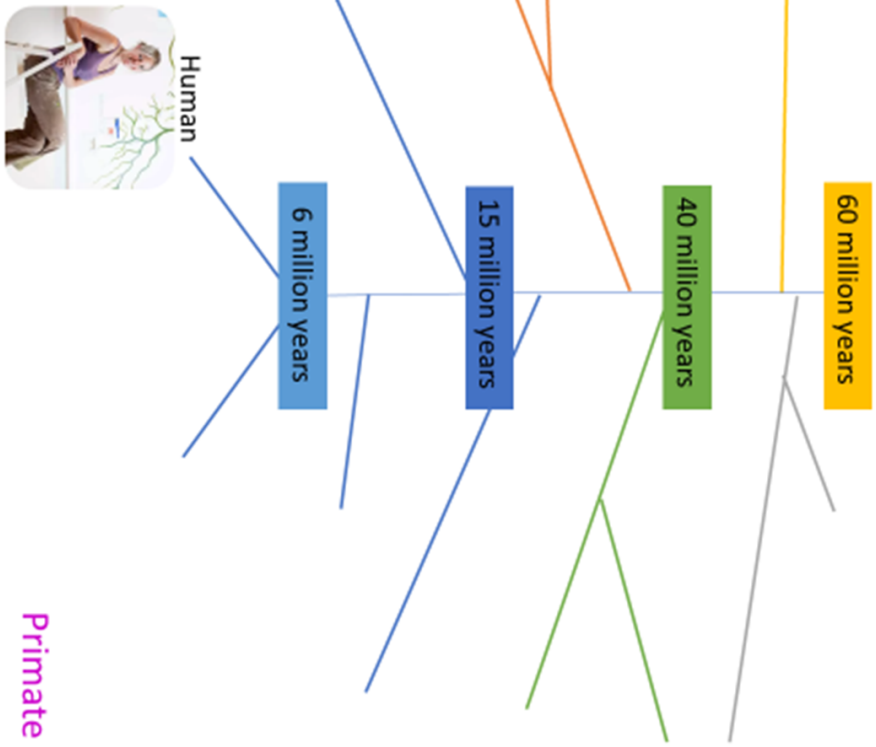
The researchers are very curious about human and animal minds. They think about what they want to find out.
They ask lots of questions.
What questions do you think the St. Andrews researchers should ask about animal minds?
Write down three questions they might ask about animal minds.

What do we want to know?

1.

2.

3.



Primate Family Tree

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Compare your answers with another group:	
How did they pack the paper into the cup?	
How many pieces of paper did they fit in the cup?	

Which method of packing the paper resulted in more in the cup?	
Why do you think this might be important for intelligence?	

Bird Brains

In your group, you are going to see how many ‘neurons’ you can pack into a ‘skull’.

Each piece of paper represents a neuron. The cup represents a skull.

You must pack each piece of paper into the cup individually, in the same way. The cup cannot overflow.

You will be told how to pack the paper into the cup.

Write down your answers about your experiment here

Group Name:	
How did you pack the paper into the cup?	
How many pieces of paper did you fit in the cup?	

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Draw round your hand. What **similarities** and **differences** do you see when you compare your hand with these other primate hands?

What do I notice?

My Hand

Capuchin Monkeys and Babies

Think about what you saw in the film and answer the questions.

How many objects did the babies see at the start?

How many objects were behind the screen when the researcher moved it?

How did the researchers know that the baby was surprised at this?

What did the researcher drop into the box for the capuchin monkey?

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Classroom Quest

Find out the answers to the following questions. Then, write down **how you found out** these answers.

	Question	Answer
1.	How many cupboards are there in the class-room?	
2.	Find someone in the class who has tried pineapple.	
3.	In which direction is Edinburgh from here?	
4.	How many moons does the planet Jupiter have?	
5.	What is the longest distance a human can jump?	
6.	Who has the largest size of feet in the class?	
7.	Who watches more than an hour of television a day?	
8.	Who in the class likes rugby?	
9.	Find someone who has an unusual pet.	
10.	Who in the class has travelled by train?	

Activity 3: Make Up Your Own Chimp Gesture

Time to make up your own chimp gesture. How would you use your body to signal these messages to other chimps in your group? Which gestures could be used to communicate the following?

Showing the sole of the foot to another

I am your friend.

I don't like that food.

I want to play.

I am tired.

What is good about using gesture to communicate?

What is good about using language to communicate?

Which is more effective, do you think?

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What did the capuchin monkey find in the box?

How did the researchers know that the capuchin monkey was expecting something else?

The babies and the capuchin monkeys were expecting something else in the experiments. Do you think that babies and capuchin monkeys think about objects in a similar way? Give a reason for your answer.

Activity 1: Communicate Without Words

Read your instruction and WITHOUT WORDS, try to get your partner to complete the task.

Did they manage it?

How did you communicate your instructions? Which gestures did you use?

How easy or difficult was it to make yourself understood without using words?

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Activity 2 – after the video clip: Do chimps communicate?

What did you notice in the film?

Is chimpanzee communication like language? What is similar? What might be different?