

2026-2027

DAYTON LIVE

DISCOVERY

RESOURCE GUIDE



Among Wild Predators

with Wildlife Filmmaker
CASEY ANDERSON

Monday
October 19, 2026
10 a.m.

Victoria Theatre

Welcome to the 2026-2027 Dayton Live Discovery Series! We are very excited to be your education partner in providing professional arts experiences to you and your students!

For more than three decades, wildlife filmmaker and National Geographic explorer Casey Anderson has walked toward what most people run from: grizzlies, mountain lions, tigers, and other dangerous predators. In **AMONG WILD PREDATORS**, Casey takes us on a powerful visual and emotional journey into the hearts of these animals, and into our own hearts as well. Through breathtaking encounters and deeply personal stories, he dismantles the myths that have fueled humanity's fear of predators and reveals what they truly are: mirrors of our own courage, empathy, and survival.

The information and activities in this guide have been carefully crafted to help you and your students explore the many ways a live theatre experience can create endless learning opportunities. Don't forget to take advantage of the local resources listed to extend the play-going experience and make even more curricular connections for you and your students.

Thank you again, and welcome!

Curriculum Connection

Grades
4-12

You will find these icons listed in the resource guide next to the activities that indicate curricular connections. Teachers and parents are encouraged to adapt the activities included in an appropriate way for your students' age and abilities. **AMONG WILD PREDATORS WITH WILDLIFE FILMMAKER CASEY ANDERSON** fulfills the following Ohio Learning Standards and Benchmarks for 4th-12th grades:



Learning Standards Related to **AMONG WILD PREDATORS WITH WILDLIFE FILMMAKER CASEY ANDERSON**

FINE ARTS | Drama: 4.3RE; 4.1CO; 4.3CO; 5.4CO

FINE ARTS | Media: 4.1RE; 4.3RE; 4.3CO; 5.2CO; 6.2RE

SCIENCE: 4.LS.1; 5.LS.1; 5.LS.2; 6.LS.1; 7.LS.2; B.DI.3; ENV.ES.1; ENV.GP.5; ENV.GP.8

SEL: E4.1.c; E4.1.d

Table of Contents

Audience Etiquette.....	Page 2
About The Show	Page 2
Preshow Conversation Starters.....	Page 3
Vocabulary.....	Page 4
Activities And Lessons: Fat Bear Week.....	Page 5
Venn Diagram	Page 6
Activities And Lessons: A Bear's Menu.....	Page 7
Activities And Lessons: Interpreting Casey's Clips Video Discussion.....	Page 7
Observation Organizer	Page 9
Post-Show Conversation Starters	Page 10
Resources For Students And Teachers.....	Page 10

We are so excited that you and your class are coming to a performance at the Victoria Theatre! Get prepared for your visit by learning about audience etiquette.

Etiquette is a word we use to describe the way we should behave in a specific situation.

SHOW AND TELL: How might you describe etiquette or behavior at...

- 1 A sports game?
- 2 A rock concert?
- 3 A library reading event?

Some of you might be coming to a live performance in a theatre for the first time, and it's important to understand how you can be a great audience member.

BRAVO is a word that an audience sometimes uses after a performance to show gratitude or congratulations to performers. Today, we will use this word to help us remember how to be a great audience member.

Be on time

Respect the space & staff

Ask for help

Voices & devices off

O standing vation

About the Show



Casey Anderson is an Emmy-nominated filmmaker, an adventurer, and a National Geographic explorer. He has spent the last three decades traveling the world, capturing nature and wildlife through the camera lens.

Born and raised in Montana, Casey spent his childhood exploring the vast wilderness that was his backyard, and by the age of 18, he was guiding wildlife filmmakers into remote locations to track and film the most elusive wild animals. At 26, Casey adopted an orphaned baby grizzly bear which led him to co-found the Montana Grizzly Encounter, a sanctuary for grizzly bears saved from inhumane situations. As a television personality, Casey has been seen on Nat Geo WILD, BBC, PBS, Travel Channel, Discovery Channel, and has been a regular contributor to "Conan" and "Oprah."



- 1 Is this your first visit to a theatre? If so, what are you most excited for?
- 2 Casey Anderson has lived among many different wild animals. What animal are you hoping to learn more about today, and why?

Before your show, check out some of Casey's work and learn about some of the animals he's worked with.

VIDEOS & FILM

"Face to Face With 40 Grizzly Bears!"

Casey travels into the Yellowstone backcountry to observe grizzlies as they gather in high alpine areas to forage for army cutworm moths. He navigates challenging terrain and extreme weather to witness these iconic predators in their natural habitat.



"Face to Face With 40 Grizzly Bears!" YouTube, uploaded by Endless Venture, 16 May 2026. https://youtu.be/4vmKVWWPuU?si=Je-7rb_fHyGz9Qc4

* **"Inside the Wolf Pack"**

A full episode of ***America the Wild*** examining wolf hunting and pack behavior, useful for evaluating evidence about group behavior and survival.

"Inside the Wolf Pack." America the Wild, YouTube, uploaded by Nat Geo Animals, 2026,

<https://www.youtube.com/watch?v=4h1IPffCkbY>https://youtube/4h1IPffCkbY?si=qXUYhElgG_nhys2v



**Some graphic footage of animals hunting and feeding habits, viewer discretion advised.*

"Face to Face With Painted Wolves in the African Wilderness"

Casey and a small crew navigate the Okavango Delta entirely on foot, carrying all necessary supplies for a seven-night journey. Guided by Kane Matuana's ancestral knowledge, they confront the unpredictability of wildlife and the challenges of the harsh environment, aiming for unparalleled encounters in the deep bush.



"Face to Face With Painted Wolves in the African Wilderness." YouTube, uploaded by Endless Venture, 21 Feb. 2026. <https://youtu.be/pP5d8bOSRGU?si=K13VkstOPfvezxAH>

“The Oprah Winfrey Show: Amazing Animal Friendships”

A short feature on Casey and Brutus’s bond, including a direct quote from Anderson about the moment he realized Brutus could express the same emotions people do.

“Amazing Animal Friendships.” The Oprah Winfrey Show, Harpo Productions. <https://www.oprah.com/oprahshow/animal-friendships>

“The Wild Revelations from a Forgotten Camera Trap”

A profile of Anderson’s decade-long camera-trap project in a Greater Yellowstone cave. The footage reveals repeated use by grizzly bears, black bears, mountain lions, coyotes, marmots, and other animals, while raising questions about sampling, animal individuality, noninvasive observation, and decisions about human intervention.

O’Reilly, Katie. **“The Wild Revelations from a Forgotten Camera Trap.”** Mountain Journal, 21 Jan. 2026, <https://mountainjournal.org/the-wild-revelations-from-a-forgotten-camera-trap-in-greater-yellowstone/>

Vocabulary to Know

FINE
ARTS

SCIENCE

ELA

Check these out before seeing **AMONG WILD PREDATORS WITH WILDLIFE FILMMAKER CASEY ANDERSON!**

Naturalist – someone who studies nature by going out and exploring habitats in nature

Prey – an animal that is food to another animal (predator)

Predator – an animal that hunts to eat

Yellowstone National Park – founded in 1872, it was the first national park in the U.S. Learn more at <https://www.nps.gov/yell/learn/index.htm>.

Hibernation – a long, deep sleep that some animals take during seasons when it’s hard to survive

Endangered Species – species of animals that face very high risk of extinction

Extinction – the complete disappearance of an animal species

Habitat – a place that an organism (plants, insects, animals, humans) calls home

Population – the total number of humans/animals in one area or group

Producer – organisms that make their own food, like plants and algae. They are the base of the food chain and provide nutrients to consumers.

Consumer – animals that eat producers or other consumers

Decomposer – the organisms that break down dead organisms and waste, such as worms, bacteria, and some insects

Conservation – protecting the Earth and its resources, and being mindful of their use

Sources: Merriam Webster online, Nat Geo Kids, World Wildlife Fund, National Geographic Society

Overview.....

Students use National Park Service (NPS) Fat Bear Week resources, bear-cam observations, and bear biographies to examine feeding behavior and seasonal body-fat gain. A modeling option connects salmon, bears, decomposers, trees, matter, and energy in the Katmai ecosystem.

**2026 Winner - 89 Backpack****Teacher Preparation**.....

Choose which lesson option students will complete. For Options **1** and **2**, preselect classroom-appropriate bear-cam footage and two bears for students to compare, then provide the relevant NPS biographies, photographs, observations, or bracket information. For Option **3**, provide the NPS Trees and Salmon resources and decide whether students will create their models on paper, digitally, or with physical materials.

Identify the required model components in advance, including producers, consumers, decomposers, matter, and energy.

Sources:

1. NPS Katmai National Park, Fat Bear Week in the Classroom <https://www.nps.gov/katm/learn/education/fat-bear-week-in-the-classroom.htm>
2. Explore.org Livecams <https://explore.org/livecams/brown-bears/brown-bear-salmon-cam-brooks-falls>
3. Katmai Conservancy, About Fat Bear Week <https://katmaiconservancy.org/fatbearweek>
4. National Park Service <https://www.nps.gov/katm/learn/news/fat-bear-week-2026.htm>

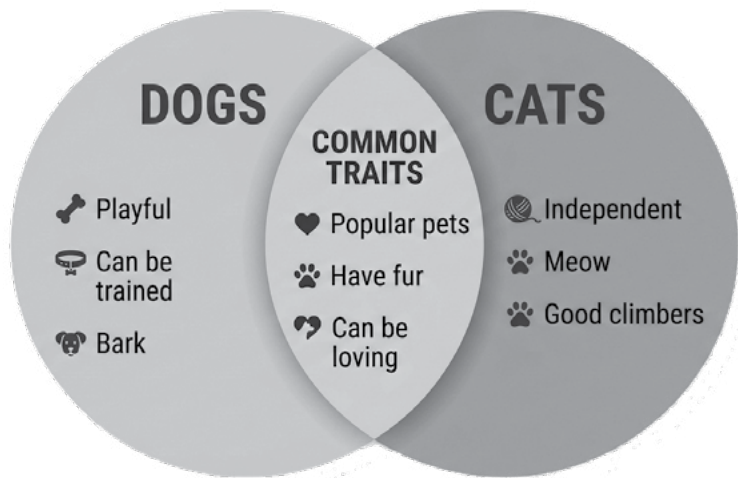
Lesson Options.....

- 1 Bear-Cam Observation** – Students watch a Katmai bear cam or highlight footage and record evidence about individual identification, fishing behavior, location, and body condition.
- 2 Fat Bear Week Evidence Comparison** – Students compare two bears using official biographies and observations, then justify which bear appears better prepared for hibernation while distinguishing direct evidence from inference. This can be done as a class, in groups, or individually by creating a Venn diagram. *See page 6.*
- 3 Matter-and-Energy Model** – Using the NPS Trees and Salmon case-study resources, students construct and explain a model tracing matter and energy through producers, salmon, bears, decomposers, soil, and trees.

Note: These lesson options are educator-guide adaptations assembled from National Park Service and Katmai Conservancy resources; they are not presented as a single complete lesson by either organization. Fat Bear Week itself runs in early October; the bear-cam and prior years' brackets are usable year-round for this activity.

2026 Contenders**131 Marshmallow****32 Chunk****164 Bucky****910**

Sample



A blank Venn diagram template consisting of two overlapping circles. The left circle is labeled 'Bear's Name' and the right circle is labeled 'Bear's Name'. The overlapping center area is labeled 'Common Traits'. Each circle contains five horizontal lines for writing, and the center area also contains five horizontal lines for writing.

OVERVIEW

Students use seasonal diet charts and a scale-model activity to examine how food availability, activity patterns, body size, and habitat contribute to bear survival in Yellowstone. The complete National Park Service (NPS) lesson takes approximately 90 minutes.

ACTIVITY

Students complete the NPS lesson, including interpretation of a seasonal bear food chart and construction of a life-size grizzly model. To support the listed Next Generation Science Standards (NGSS) performance expectations, add current data or empirical evidence about a changing food resource and ask students to explain or argue how that change could affect bear populations.

SOURCES & MATERIAL DOWNLOADS

- 1 NPS Yellowstone, A Bear's Menu Lesson <https://www.nps.gov/teachers/classrooms/bears-menu.htm>
- 2 NPS Yellowstone, Lesson Plan PDF <https://www.nps.gov/teachers/classrooms/upload/E03-A-Bear-s-Menu.pdf>



OVERVIEW

Casey Anderson is a filmmaker as well as a naturalist. Show one or more short clips from his videos page, pause before revealing the accompanying explanation, and ask students to separate direct observations from interpretations and questions.

TEACHER PREPARATION

Select the clips and exact segments students will watch, test the links and audio, **and preview each clip for age-appropriate content.**

Prepare an observation organizer, or use the one provided on the following page, with separate spaces for direct observations, interpretations, questions, and evidence. Alternatively, this can be done as a class using a whiteboard or poster. Keep the explanatory context hidden until after students record their initial responses. Decide whether students will analyze one clip closely or compare how two clips use narration, editing, camera position, and image selection to shape interpretation.

Teaching Note: Clip 3 discusses a near-fatal tiger attack. Reserve Clip 3 for students for whom the topic is appropriate.

CLIP 1 The Most Important Tree in the Forest

- 1 What do you notice about the tree and the animals in this clip? *Gather observations from students.*
- 2 What do you think has happened to this tree over time? *Encourage students to make connections and educated guesses.*
- 3 What else do you wonder about this tree and the animals that visit it?

Context: Casey explains that bears and moose repeatedly rub, bite, and bend this tree. Although the tree shows visible damage, it has survived, and its form records years of animal use. Ask students which parts of that explanation are directly supported by the footage and which depend on Casey's longer observation history.

CLIP 2 Mountain Lions!

- 1 What do you notice about the mountain lion and its surroundings?
- 2 What do you think this mountain lion is doing, and why might it be unusual to see it in daylight?
- 3 What else do you wonder about the mountain lion's behavior?

Context: Casey explains that mountain lions are difficult to observe and that this animal was feeding on a bighorn ram in the open during daylight. Ask students what the clip can establish about this individual encounter and what broader claims about mountain lion activity would require additional evidence.

CLIP 3 He Was Attacked by a Tiger in a Remote Jungle

- 1 What do you notice about the setting and the people in this clip?
- 2 What do you think daily life is like for people living near tiger habitats?
- 3 What else do you wonder about how people and tigers share the same landscape?

Context: Casey visits communities near Bardia National Park in Nepal, where residents live with the risk of tiger attacks while also experiencing the ecological and cultural consequences of tiger recovery. Students should consider whose evidence and perspectives are included, whose are missing, and how the film's editing shapes the story of coexistence.

CLIP 4 Filson Life: In Pursuit of Mama Mo

- 1 What can you directly observe about Mama Mo, her cubs, and their habitat?
- 2 What challenges does the landscape create for observing mountain lions?
- 3 What do you wonder about how five years of observation might change what the filmmakers understand about one animal?

Context: Casey Anderson and filmmaker Brad Orsted followed a mountain lion they call Mama Mo for approximately five years. They used thermal binoculars, long-distance filming equipment, camera traps, and repeated observations to document her and her three cubs. The film illustrates the patience and technology required to observe elusive wildlife.

Teaching Note: Clip 4 discusses predation, mule deer kills, animal remains, hunting, and uncertainty about whether Mama Mo and her cubs have survived. It also uses emotional and personifying language about Mama Mo. This creates a useful opportunity to examine how storytelling can build empathy while also influencing the audience's interpretation of animal behavior.

Use this observation organizer for each clip. Feel free to add more than three for each category!

NAME _____

VIDEO
CLIP _____

Direct Observations

What do you notice? Record only what you can directly see, hear, measure, or otherwise observe. Avoid explanations or guesses.

1 _____

2 _____

3 _____

Interpretations

What do you think your observations might mean? What conclusions or explanations can you make?

1 _____

2 _____

3 _____

Questions

What are you wondering? What would you like to find out or investigate further?

1 _____

2 _____

3 _____

Evidence

What specific observations, data, measurements, quotes, or other information support your interpretations?

1 _____

2 _____

3 _____

Post-Show Conversation Starters

FINE
ARTS

SEL

- 1 Casey Anderson challenges some common beliefs and fears about predators. What is one idea about predators that the performance made you reconsider? What evidence or story from the show influenced your thinking?
- 2 Stories, movies, news, and folklore often portray predators as dangerous or frightening. How can the way humans tell stories about animals affect how people treat those animals in the real world?
- 3 Casey's experiences require him to observe animals closely while respecting that they are wild. What responsibilities do humans have when interacting with wildlife or entering an animal's habitat? What actions can people take to balance human needs with protecting wildlife?

Resources for Students & Teachers

Online Resources

Grizzly Bear (*Ursus arctos horribilis*), U.S. Fish & Wildlife Service: Authoritative background on grizzly bear biology, distribution, and Endangered Species Act status, including listing history, recovery partnerships, and links to bear-safety resources. <https://www.fws.gov/species/grizzly-bear-ursus-arctos-horribilis>

Interagency Grizzly Bear Committee (IGBC): Background on grizzly bear recovery zones, population science, bear safety, and free classroom-ready bear education materials. <https://igbconline.org/programs/bear-education/educators/>

Bears, Yellowstone National Park, National Park Service: Park-specific background on Yellowstone's grizzly and black bear populations, including physical and behavioral differences between the two species and how those differences shape bear-safety guidance. https://www.yellowstone.org/how-to-identify-grizzly-and-black-bears/?gad_source=1&gad_campaignid=1074932863&gbraid=0AAAAAD2qprtP1YcvSsZFeNfOzXegIXkej&gclid=CjwKCAjw_pzWB-hAkEiwAwDCi1aEGwx0d8-6BqeaNULwIjERQo2exRG-5PQrPRCjcMn_YhZjmU8QmeRoC-IEQAvD_BwE

U.S. Fish & Wildlife Service: Explore the many animals that you might find across the United States. <https://www.fws.gov/species>

World Wildlife Fund WWF – Lion: Background on African and Asiatic lion biology, social structure, and ecological role as an apex predator, along with the threats driving population decline and WWF's work on human-lion conflict reduction and habitat connectivity. <https://www.worldwildlife.org/species/lion/>

Casey Anderson: Visit Casey's websites to learn more about him and see some of his amazing work. <https://www.caseyanderson.tv/>
<https://www.visionhawkfilms.com/>
<https://changemakertalent.com/speakers/casey-anderson>

Local Resources

Five Rivers MetroParks: Our local parks have so much to see and do! Check out their activity finder and experiences to see how you can get out in the local wild at <https://www.metroparks.org/activity-finder/>.

Boonshoft Museum of Discovery: In addition to the museum, check out the Discovery Zoo! They have a daily Keeper Talk program and lots of cool animals to see.

Thanks for coming today! We would love to hear about your experience at the show. Use the lines and boxes below to write and/or draw about your trip.

Dear Dayton Live,

My favorite part of the show was _____

I really loved when _____

I wish that _____

Thank you for _____

My favorite part of the show was

I really loved when

I wish that

Thank you for

Email your surveys to
<https://www.daytonlive.org/series/discovery/>

or mail to: Dayton Live
Attn. Discovery
138 N. Main Street
Dayton, OH 45402

Brought To You By
DAYTON LIVE

138 North Main Street Dayton, OH 45402

DAYTON LIVE
DISCOVERY

PROGRAM SPONSORS

The Education programs of Dayton Live are made possible through the support and commitment of the following sponsors and donors whose generosity have opened the door of live theatre to the students of the Miami Valley.

TITLE SPONSOR

Mathile Family Foundation

SIGNATURE SPONSOR

Berry Family Foundation

FOUNDATION SUPPORT

Iddings Foundation

A Grant From The General Fund Of
The Troy Foundation

The Fred & Alice Wallace Charitable
Memorial Foundation

FUELING EDUCATION

Greater Dayton Regional Transit Authority

GOVERNMENT SPONSORS

Ohio Arts Council

Montgomery County Arts And
Cultural District



DAYTON LIVE CREATIVE ACADEMY

Interested in learning more about theatre?!

The Dayton Live Creative Academy offers a variety of professionally curated performing arts experiences for all ages. From classes for beginners, and summer camps for the adventurous, to Broadway after-school intensives for the curious, there are year-round activities for everyone in the family. Join us for fun, for adventure, and to develop your own creativity. This is performing arts education for **EVERYONE!**

VITAL IMPACTS

in collaboration with **changemaker**



This guide was made possible by the contributions of Vital Impacts Student Speaker Series.

The Vital Impacts Student Speaker Series is an educational program that brings professional environmental photographers, filmmakers, scientists, explorers, and storytellers to schools and other venues to speak with students.

The program is designed primarily for students in grades 5-8 and focuses on:

- **Environmental and conservation issues** — biodiversity, wildlife, climate change, habitat loss, and the relationship between people and nature.
- **Powerful visual storytelling** — speakers use their award-winning photographs and films to show students places, animals, and environmental challenges they may never otherwise experience.
- **Science and exploration** — many speakers are scientists, wildlife biologists, explorers, or science communicators as well as photographers.
- **Future careers** — an important goal is helping students see that they can build careers connected to conservation, science, photography, filmmaking, journalism, and environmental stewardship.

