

SCIENCE - LESSON PLAN

Grade:	11-13 years old (6th-8th grade)
Subject:	SCIENCE
Lesson n°:	5
Topic:	Wildlife Trafficking
Lessons focus and goals:	This lesson aims to engage students actively in understanding, empathizing with, and combating wildlife trafficking. Through immersive activities, role-play, creative expression, and advocacy, the goal is to instill a profound awareness of the consequences of wildlife trafficking and empower students to take ethical actions. The overarching objective is to foster environmental stewardship, ethical decision-making, and community engagement.
Learning objectives:	<p>Understanding Wildlife Trafficking Students will immerse themselves in a wildlife trafficking simulation to understand the global impact. They will develop the ability to identify common wildlife products involved in trafficking.</p> <p>Empathy and Ethical Decision-Making Students will engage in interactive role-play scenarios to develop empathy for trafficked wildlife. They will explore ethical dilemmas related to wildlife trafficking and discuss responsible decision-making.</p> <p>Wildlife Conservation Advocacy Channel advocacy through creative expression, such as writing poems, songs, or creating posters. Students will collaborate on a class advocacy project to promote wildlife conservation and combat wildlife trafficking.</p> <p>Active Involvement and Community Awareness Students will plan and execute a community awareness campaign.</p>
Materials	<ul style="list-style-type: none"> - Informational resources on wildlife trafficking and conservation - Images and videos depicting wildlife trafficking scenarios - Whiteboard and markers - Role-play scenarios related to wildlife trafficking - Creative materials for artistic expression - Materials for a community awareness campaign (posters, flyers, etc.)
Structure and activities	Introduction (15 minutes)

	<ul style="list-style-type: none"> - Begin with an engaging video or images that illustrate the impact of wildlife trafficking. - Facilitate a brief discussion on students' initial perceptions and knowledge about the issue. <p>Immersive Learning Activity (30 minutes)</p> <ul style="list-style-type: none"> - Conduct a simulation activity where students take on roles related to wildlife trafficking. - Debrief the simulation, discussing emotions, challenges, and insights gained. <p>Role-Play and Ethical Dilemma (30 minutes)</p> <ul style="list-style-type: none"> - Engage students in a role-play activity exploring different perspectives within wildlife trafficking scenarios. - Facilitate a discussion on the ethical dilemmas presented and prompt responsible decision-making. <p>Advocacy project planning (30 minutes)</p> <ul style="list-style-type: none"> - Form small groups to plan a collaborative advocacy project. - Assign specific aspects of wildlife trafficking for each group to focus on. <p>Community Awareness Campaign (15 minutes)</p> <ul style="list-style-type: none"> - Guide students in planning a community awareness campaign. - Discuss strategies for effective communication and community engagement.
Inclusion	<p>Explanation of Lesson Aim and Structure:</p> <p>This lesson is designed to actively engage students in understanding and combating wildlife trafficking while fostering empathy, ethical decision-making, and community involvement. Through immersive activities and creative expression, students will deepen their awareness of the consequences of wildlife trafficking and develop advocacy skills. The lesson structure is adaptable to accommodate diverse learning styles and abilities, ensuring that all students can participate meaningfully.</p> <p>Clear Instructions, Adapted for All Students:</p> <p>Instructions will be communicated clearly and tailored to meet the needs of all students, ensuring comprehension and engagement. Visual aids, such as videos and images, will support understanding, particularly for visual learners. Instructions will be repeated as necessary, and individualized support will be provided to students who require additional assistance or clarification.</p> <p>Formation of Inclusive Groups:</p> <p>To promote collaboration and peer learning, inclusive groups will be formed with consideration for diverse abilities and backgrounds. Mixed-ability groups will encourage cooperation and shared learning</p>

experiences, allowing students to support one another. Teachers will ensure that group dynamics are inclusive, fostering an environment where every student feels valued and empowered to contribute.

Monitoring Engagement and Supportive Interventions:

Teachers will monitor student engagement throughout the lesson, ensuring that all students have the opportunity to participate actively. Supportive interventions will be employed if any student appears disengaged or encounters challenges. These interventions may include providing additional guidance, modifying tasks, or encouraging peer collaboration. Teachers will also address any instances of discomfort or exclusion promptly and sensitively, maintaining a supportive and inclusive learning environment.

Supporting Documentation/Resources:

1. Programs:

- a. National Geographic Explorer: National Geographic Explorer often covers topics related to wildlife conservation and trafficking. The program offers informative documentaries and series that can shed light on the issue of wildlife trafficking in an engaging manner suitable for middle school students.
<https://www.nationalgeographic.org/society/education-resources/>

2. Videos:

- a. National Geographic Kids: National Geographic Kids produces videos on wildlife conservation, including the impacts of wildlife trafficking. These videos are designed specifically for younger audiences and provide valuable insights into the issue in a visually appealing format.
<https://kids.nationalgeographic.com/>
- b. World Wildlife Fund (WWF): WWF offers videos and documentaries on wildlife conservation and trafficking, featuring expert interviews and real-life stories that can help students understand the severity of the issue and the importance of conservation efforts.
www.worldwildlife.org

3. Movie:

- a. [Rio](#) - Captured by smugglers when he was just a hatchling, a macaw named Blu never learned to fly and lives a domesticated life. Blu is thought to be the last of his kind, but when word comes that Jewel, a lone female, lives in Rio de Janeiro, Blu goes to meet her. Animal smugglers kidnap Blu and Jewel, but the pair soon escape and begin a perilous adventure back to freedom.

4. Podcasts:

- a. Tumble Science Podcast for Kids: Tumble covers various scientific topics, including wildlife conservation and trafficking, in a format suitable for middle

school students. The podcast uses storytelling and interviews to engage young listeners and provide educational content on complex issues.

<https://www.sciencepodcastforkids.com/>

- b. Earth Rangers Podcast: Earth Rangers is a wildlife conservation organization that produces a podcast aimed at kids interested in animals and the environment. The podcast covers topics like wildlife trafficking and conservation in an accessible and entertaining way.

www.earthrangers.com

Assessments:

#1 - Immersive Learning Reflection

	Initiating	Developing	Excelling
Description of performance	Students provide a basic reflection on the immersive learning activity, expressing some emotions experienced during the simulation. The connection between the activity and personal empathy is limited.	Students exhibit an improved reflection, discussing specific emotions and challenges encountered during the simulation. They begin to connect their experiences to the ethical aspects of wildlife trafficking	Students showcase an advanced reflection, providing a detailed analysis of their emotional responses, challenges faced, and a profound connection to the ethical considerations of wildlife trafficking.
Sample student response	"The simulation was interesting. I felt a bit sad about the animals."	"During the simulation, I felt empathy for the animals. It was hard to make decisions knowing they were suffering. I see how it's important to consider ethics in wildlife issues."	"The simulation was a rollercoaster of emotions. I felt deep empathy for the animals, and it made me question the ethical aspects of wildlife trafficking. It made me realize the importance of making responsible decisions to protect wildlife."

#2 - Creative Expression and Advocacy

	Initiating	Developing	Excelling
Description of performance	Students present a basic advocacy project plan with a general idea of the issue. The plan lacks depth, creativity, and a clear strategy for impact.	Students present a more detailed advocacy project plan, demonstrating creativity and a thoughtful approach to addressing wildlife trafficking. The plan outlines specific elements and potential impact.	Students showcase an advanced advocacy project plan, demonstrating creativity, strategic thinking, and a comprehensive approach to addressing wildlife trafficking. The plan includes innovative elements and considers the broader community impact.
Sample student response	"Our group wants to make a poster about wildlife trafficking. We'll put it up in the school."	"Our advocacy project involves creating an engaging poster series highlighting the consequences of wildlife trafficking. We plan to include QR codes for additional information and organize a short presentation in the school assembly to raise awareness."	Students showcase an advanced advocacy project plan, demonstrating creativity, strategic thinking, and a comprehensive approach to addressing wildlife trafficking. The plan includes innovative elements and considers the broader community impact.

Quantitative Assessment Rubric:

Criteria	Initiating	Developing	Excelling
Description of Performance			
Immersive Learning Reflection			
- Emotions and challenges expressed	1-3 points	4-6 points	7-10 points
- Connection to ethical considerations	1-3 points	4-6 points	7-10 points
Creative Expression and Advocacy			
- Project plan depth and creativity	1-3 points	4-6 points	7-10 points
- Strategy for impact outlined	1-3 points	4-6 points	7-10 points
- Consideration of broader community impact	1-3 points	4-6 points	7-10 points

Total Points Calculation:

- Total points for each criterion can be calculated by summing up the points awarded in each category.

Sample Student Response:

- Qualitative descriptors alongside quantitative assessments provide additional context and insight into the student's performance.
- For example, a response in the "Developing" category may be accompanied by qualitative feedback like "Demonstrates improvement in expressing emotions and challenges experienced during the simulation. However, further development is needed to deeply connect these experiences to ethical considerations."

Assessment Table: Inclusion and Diversity - Climate Change

Criteria	Check
Information offered in multiple formats	
- Variety of learning materials provided	
- Text, visual, auditory resources	
Inclusive methodologies like peer-to-peer learning	
- Opportunities for collaborative activities	
- Group discussions, peer teaching	
Use of ICT tools	
- Integration of technology in learning activities	
- Use of online platforms, interactive tools	
Overall Inclusion and Diversity	
- Integration of diverse perspectives	
- Opportunities for student engagement	
- Promotion of equitable participation	

Explanation of Criteria:

- **Information offered in multiple formats:**
 - Assess whether the lesson plan provides learning materials in various formats such as text, visuals, and auditory resources to cater to diverse learning styles.
- **Inclusive methodologies like peer-to-peer learning:**
 - Evaluate if the lesson plan incorporates inclusive methodologies like peer-to-peer learning, group discussions, and collaborative activities to encourage interaction and engagement among students.
- **Use of ICT tools:**
 - Determine if the lesson plan utilizes ICT tools such as online platforms and interactive resources to enhance learning experiences and accessibility.
- **Overall Inclusion and Diversity:**
 - Summarize the overall assessment of inclusion and diversity in the lesson plan, considering the integration of diverse perspectives, opportunities for student engagement, and promotion of equitable participation.