

GLOBIO created Learning Activity Guides are designed to simplify integration of Glossopedia based learning into classroom and extra-curricular activities and curriculum. Each activity is designed around the use of Glossopedia articles and subjects, incorporating technology into interdisciplinary instruction. Learning Activities are intended to be fun, inquiry-driven, and interesting; exciting for students and helpful to teachers.

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Standards



Standards Key available at www.globio.org/standards

Recommended Outside Links

- EndangeredSpecie.com: http://www.endangeredspecie.com/Ways_To_Help.htm
- ESpecies Fact sheet: <http://www.kidsplanet.org/factsheets/map.html>
- U.S. Fish & Wildlife Service Kid's Corner: <http://www.fws.gov/endangered/kids/index.html>

Concepts

- Conservation is the wise use of natural and cultural resources through preservation, management, and protection.
- Many scientists think that conservation of biodiversity is important to ensure a healthy planet.
- People devoted to the preservation of resources are called conservationists.

Related Topics

- Plants
- Animals
- Environments
- Rhinoceroses
- Species
- Earth
- Wetlands
- Giant Pandas
- Orangutans

Vocabulary

- Nutrient
- Habitat
- Endangered
- Extinct
- Myth
- Medicine
- Diversity
- Biodiversity
- Overfishing
- Natural Resource
- Organism
- Recycle
- Pollution
- Energy
- Disease

Conservation: During the Reading

Directions:

- Give each student a copy of the worksheet *I Want to Be a Conservationist!*
- Go to the Glossopedia article *Conservation*.
- Ask students to complete the sheet as they read the *Conservation* article in Glossopedia.

Discussion Questions:

- What is conservation?
- Why is it important to everyone on earth?
- What sorts of resources are important to conserve? Which ones do you use?
- What do you think the world will be like in the future if we don't conserve resources?
- Have you seen something destroyed where you live that you think should have been conserved?
- Do you know of any animals that are endangered? If so, why are they endangered?
- Are there things made of animal parts that you would not want to buy? Why not?
- Do you know any conservationists? If so, what do they do?
- Why do you think biodiversity is important for the world?
- What do you think you can do to be a conservationist?

Time:

- 20-30 minutes

Materials:

- Worksheet: *I Want to Be a Conservationist!*
- Pencils

Glossopedia:

- www.globio.org/glossopedia/conservation



Worksheet:

Name: _____

I Want to be a Conservationist!

5 resources I want to conserve

- 1.
- 2.
- 3.
- 4.
- 5.

Why I want to conserve these resources



What I would like most to do as a conservationist



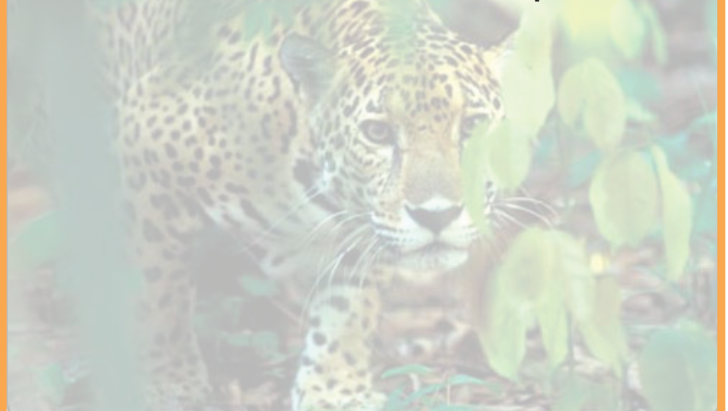
5 important wild areas I would like to conserve

- 1.
- 2.
- 3.
- 4.
- 5.

5 destructive activities I would like to stop

- 1.
- 2.
- 3.
- 4.
- 5.

An animal or habitat I want to protect



Protection Experts

Directions:

Part I

- After reading the Glossopedia article on *Conservation*, divide students into groups of four to eight.
- Assign each group one of the five Glossopedia articles on endangered animals:
 - Giant Pandas
 - Red Pandas
 - Bald Eagles
 - Orangutans
 - Rhinoceros
- To find their animal, students enter its name into the search box on the Glossopedia home page, then click on the entry.
- Have group members take turns reading the article aloud to each other.

Part II

- Students will work in their group to brainstorm one idea of how they might help protect their animal.
- Have them write their idea on a large sheet of paper and draw a picture to illustrate it.
- Students will present their idea to the rest of the class as a "Panel of Experts." Encourage them to take questions from their audience, just as they might at a town or community meeting.

More Possibilities:

- Students can record or videotape their presentations to show to parents, other classes, or for a community event. Post them on a school web site or blog.
- Have students vote on their favorite group conservation plan and design a class conservation plan such as a fundraising dinner or awareness campaign based on the winning group's proposal.

Time:

- 1 hour, or two 30-minute sessions

Materials:

- Large paper
- Pencils and colored markers or crayons

Glossopedia:

- www.globio.org/glossopedia/conservation



Animal, Camera, Action!

Directions:

- After reading the Glossopedia article on **Conservation**, divide students into small groups or pairs.
- Assign each group or pair of students a photo and show them how to find it in Glossopedia.
- To find animal photos, go to the **Conservation** article and click the photo gallery (camera) icon. Select from the following 14 photos:
 - Giant panda infant
 - Woman with red panda pelt
 - Saving duiker
 - Jaguar
 - Black caiman being released
 - Conservationist with rhino
 - Bald eagle in destroyed forest
 - Keepers with elephant
 - Indian one-horned rhino
 - Baby chimp
 - Black bear
 - Sea turtle eggs
 - Leatherback sea turtle
 - Ecotourists and leopard
- To find more animal photos, go to the **Earth Day** article and click the camera icon. Select from the following 6 photos:
 - Ecotourists watching birds
 - Wild animal research
 - Illegal wildlife trade
 - Baby elephant with keeper
 - Anti-poaching patrol
 - Penguins need cold weather
- Students will look at the photo and decide what is going on in the picture and how the animal shown has been impacted in a positive or negative way.
- Students will create a short skit about their photo and present it to the class. They may tell the class what their animal is, but not the content of the photo.
- The audience will try to figure out what is happening. The presenters may give clues to help them.

More Possibilities:

- Students can record or videotape their presentations to show to parents, other classes, or for a community event. Post them on a school web site or blog.

Time:

- 45 minutes to 1 hour

Materials:

- Paper
- Pencils

Glossopedia:

- www.globio.org/glossopedia/conservation



Extension:

Native Plant Nursery

Directions:

There are many things you can do where you live to help protect and conserve the environment! One way is to plant native species in your yard, parks, and public places. Native plants will provide food and habitat important to wild animals that live in your area. For instance, special gardens may have flowers that attract certain birds or butterflies.

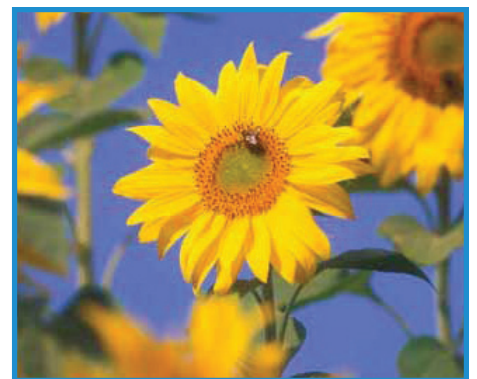
- Take a walk with students to see what kinds of plants grow nearby.
- Look at books or ask experts what plants are best to grow for local animals.
- Visit a plant nursery that sells the species you want, or find seeds in catalogs or online. Some nurseries and companies might like to donate seeds for your project, so always ask first!
- Give each student several seeds, a large paper cup, some gravel or pebbles, and some potting soil.
- Have students carefully poke a few small holes with a sharp pencil in the bottom of their cup or carton for water drainage.
- Place the gravel or pebbles in the bottom of the cup and fill the rest with potting soil.
- Show students how to plant the seeds according to package directions.
- Give each student a cardboard strip to label with the name of the plant, their name, and the date. They can push it into the soil at the top of the cup.
- Have them water the cups and set them on the paper plates or food trays in a protected, sunny location.
- Students may keep a journal to record growth of their plants, with measurements, drawings and/or photos.
- When the plants are large enough (read planting directions that come with the seeds), students may transplant them to a suitable area that the class has chosen.

Time:

- 1-2 class periods and 2 to 3 months minimal maintenance

Materials:

- Native plant seeds
- Potting soil
- Gravel or small pebbles
- Large paper cups or small recycled milk cartons
- Sharp pencil
- 1" x 4" cardboard strips
- Waterproof pen
- Small paper plates or recycled food trays
- A protected sunny location



Additions:

- Students may ask for permission to plant their native plants in a specific area on the school property to establish a wildlife area for everyone to share.
- Students may have a sale of their plants and give the proceeds to an organization for conservation of local habitats. Or use them to start a school wildlife area or garden on school property.
- Students may give their plants to an organization or individuals in the community, or plant them in an area that is being rehabilitated.
- Students can monitor the planting area for animals that come to visit and record their observations.

