

## **Lesson Plan 1: Species Conservation (Day 1)**

### **Ojectives:** SWBATs...

Students will understand what conservation is and how it relates to several different species. The students will learn what type of natural history information of a species is important for grant/project proposals.

**Lesson duration:** 50 mins (1 of 3 days)

**Aim:** To understand what conservation biology is and what species it effects

**Do Now:** What do you think about when you hear conservation?

### **Materials:**

- Species questionnaire
- Species information packet

### **Procedure:**

1. Ask students what conservation means to them.
  - Why is it important to conserve animals?
  - What are the leading factors contributing to species decline?
2. Discuss funding possibilities and options with students.
  - How much money is enough?
  - Where does the money come from?
3. Walk students through example of a project proposal with nautilus.
  - Have students ask questions they would want to know about nautiluses in order to give out money to.
4. Hand out questionnaire to students.
  - Go over instructions of project and questionnaire.
  - Ask students to look at species list and select a species that they want to present on and save.
5. Students will start reading through the species information papers to find the correct information to fill out the questionnaire.

### **Homework:**

Students will attempt to fill out remainder of questionnaire using any other resources at hand.

**Lesson Title: Conservation Biology (day 2)**

**Objectives: SWBATs...**

Students will understand what conservation is and how it relates to several different species. The students will learn what type of natural history information of a species is important for grant/project proposals.

**Lesson duration:** 35 mins.

**Aim:** To understand the necessary species information for a grant proposal

**Do Now:** Work on questionnaire.

**Materials:**

- Species questionnaire
- Species information packet

**Procedure:**

- Assist students with filling out species questionnaire.

**Homework:**

Students will attempt to fill out remainder of questionnaire using any other resources at hand.

# Species Conservation Project

## **Instructions:**

The class has been given \$100,000 for conservation projects related to saving a species. The class will be broken up into groups and each group will be given a species to do research on. The groups will go through the species questionnaire and answer all of the questions from the information packets and any other resources the students may have. After completing the questionnaires, the groups will compile the data onto a poster and present the information to the class. The class will then vote on how to distribute the \$100,000 conservation fund among the species conservation proposals.

## **Species List: (Select 3)**

Atlantic bluefin tuna, Vaquita, Humphead wrasse, Saola, Polar Bear, Great white shark, Bowhead whale, Black rhinoceros, Amur leopard, *Acropora* corals

## **Species Questions: (Complete the following questions for your species)**

- 1) What is the scientific name of the species?
- 2) What is the common name of the species?
- 3) Describe the species. What does it look like? How can you recognize it?
  
- 4) Describe the species behavior and any other interesting facts.

- 5) Where does the species live? What is the species home range?
- 6) What type of habitat does the species live in?
- 7) What does the species prey on? What are natural predators of the species?
- 8) What is the population size of the species?
- 9) How does the species reproduce?
- 10) How many offspring does the species produce?
- 11) How long does the species live?
- 12) How is the species important to its environment?
- 13) Is the species important to humans? How?
- 14) How have humans impacted this species?
- 15) Why is this species important to conserve and save? What is its conservation status?
- 16) What can humans do to save this species?
- 17) Why should your plan get funded?

**Lesson Title: Conservation Biology (day 3)****Objectives:** SWBATs...

Students will understand what conservation is and how it relates to several different species. The students will learn what type of natural history information of a species is important for grant/project proposals.

**Lesson duration:** 50 mins.

**Aim:** To present our conservation proposals to the class

**Do Now:** Start working on poster.

**Materials:**

- Species questionnaire
- Species information packet
- Posters
- Markers, pens, pencils, tape

**Procedure:**

1. Assist students with transferring information to a poster (1<sup>st</sup> half of class)
2. Listen to student presentations of their species (2<sup>nd</sup> half of class)
3. Students vote which project should receive “funding”

**Homework:**

None