

Endangered Species

9-12 Post-Activity

Lesson Summary

Students will create their own conservation campaign that will focus on an endangered species.

Objectives

Students will be able to articulate the importance protecting endangered species

Essential Question

What can people do to help endangered species?

Materials

- Computer
- Crafting Materials if desired
- Paper
- Writing utensils

Prep

1. 1 Week before: Finish up any additional research needed on the student's chosen endangered species.
2. 1 Day before: Gather any needed materials

Key Terms

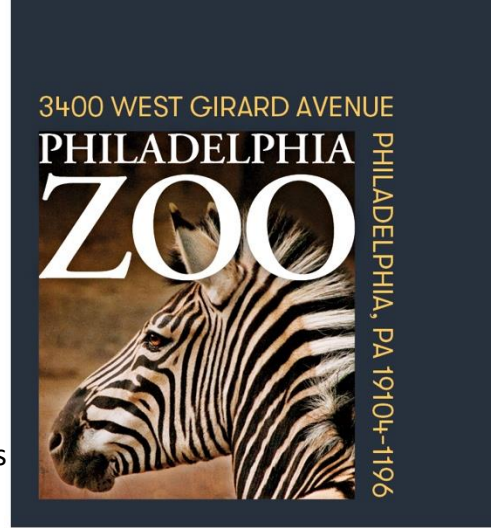
- **Endangered species:** species of plant or animal that is in danger of becoming extinct
- **Extinct:** species that are no longer existing
- **Conservation:** the study of nature and how to protect it
- **Empathy:** the ability to understand, recognize and share the thoughts and feelings of another person, animal or fictional character.

Background

Conservation work is a difficult field to work in, as there are many factors to include when trying to find solutions to help protect animals. Part of helping endangered species, includes bringing people together to make changes and share information with others. One of the most important ways to help endangered species includes spreading awareness and teaching others about that species, why it is endangered and what big actions are needed to help and even what small actions can help too. How we share this information with others can vary and conservation campaigns around the world try different methods to share information and target different people to try to help. Social media, ad campaigns, educational programs, petitions and other means are often employed to help spread awareness and ignite change.

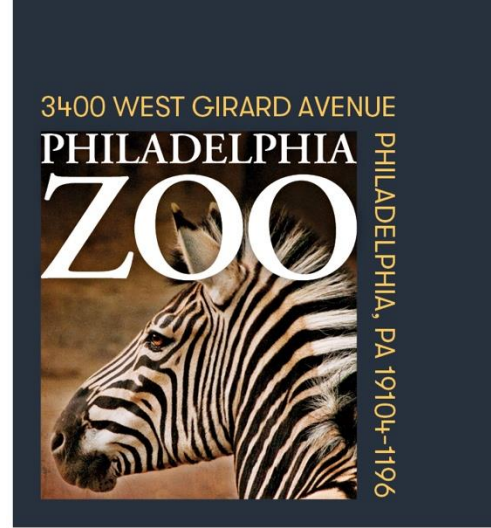
Implementation

1. Excite: Invite students to share the species they are planning to focus on and why they choose that animal.
2. After the students share, ask students what the major threats that animal faces and what



are some solutions to combating that issue.

3. Explore: Share with students that they will be working to create a conservation campaign to help spread awareness about their animal and what people can do to help. Each student should use the information they gathered about their animal to create solutions to help and a plan to share this information with others. Have students look at other conservation campaigns to get inspiration.
4. Explain: Creating a conservation campaign is incredibly important to help enact change for wildlife but it can be difficult to get information out there and to have people feel a connection and want to help. As students prepare to create their campaigns have then consider these questions:
 - a. What is your audience and who are you trying to reach?
 - i. Locals, classmates, your community, the government, etc.
 - b. How will spread awareness? Social media, posters, etc.
 - c. How will you encourage other people to care about this animal?
 - d. Will you partner with any organizations?
 - e. What can people at home to do help this species?
 - f. Are there steps the government could take to help this species?
5. Students can then create their conservation campaigns in any format that think works best for the information they want to share, for the actions they are asking others to complete and who they are targeting.
6. Elaborate: Have students share their conservation campaigns with the other students in the class. Have them compare their projects. Do some animals share the same threats? If yes, did all students come up with the same action plans? Have students share why they choose the medium they did and then have students discuss if they think there are ways to improve a campaign.
7. Evaluate: Ask students to discuss the takeaways from completing this project. Did it inspire you to take action for wildlife? Do you think it is easy or hard to create solutions that help wildlife?



Expansion

Invite students to share these campaigns with the rest of the school, their community or other parties that might be interested and see if people come together to help or if people make changes that benefit wildlife.

Curriculum References

3.1.10.C2, 3.1.12.C2, 3.1.10.C3, 3.1.12.C3, 4.1.10.A, 4.1.12.A, 4.5.10.D, 4.5.12.D, 4.3.10.A, 4.3.12.A, 4.3.10.B, 4.3.12.B, 4.5.10.A, 4.5.10.A, HS-LS2-1, HS-LS2-2, HS-LS2-6, HS-LS2-6, HS-LS2-7, HS-LS2-8, HS-LS4-6, HS-LS4-3, HS-LS4-4, HS-LS4-5, HS-ESS3-5, HS-ESS3-1, HS-ESS3-2, HS-ESS3-3, HS-ESS3-4, HS-ESS3-6