

## Encountering Wildlife

**Overview** An approximately 40 minute activity for 9-12 year olds, looking at types of human-wildlife interactions. Adapted from an activity in Earthkind by David Selby.

**Learning objectives** By the end of the activity students should-

- know some interactions with wildlife can be non-destructive while others can be destructive.
- be able, for at least one example, to communicate the issues surrounding a destructive interaction to others.

**Notes** - This activity works best if the examples are of local species and situations.

**Materials**

- “Encountering Wildlife” cards (12) for each pair of students. (Ideally these will be adapted to show local occurrences but the supplied set can be used)
- 2 sheets of paper for each group of four.
- Glue
- Art materials ( for making a poster)

### **Procedure**

- Start by eliciting examples of human- wildlife interaction.
- Explain that humans and wildlife interact in different ways. Elicit some can be destructive and others are non-destructive.
- Confirm definitions (for this activity) of destructive (loss of animal life and/or serious threat to animal welfare) and non-destructive (animals left unharmed and undisturbed)
- In pairs students discuss the Encountering Wildlife cards and sort into piles of destructive and non-destructive. Students are told they will be asked to justify their decisions.
- Each pair is joined with another; the four students compare their classifications and through further discussion and justification reach a consensus on the classification of the cards.
- Each group chooses one card of non-destructive behaviour and sticks it in the centre of one piece of paper. The students then add examples around the picture of how this behaviour could become destructive. ( e.g. bird-watchers getting too close and scaring a bird from its nest)(This could be done as a class, if the group is small)
- In their groups students describe to the class the examples they have added. Teacher should summarize on the board.
- Now the groups choose one of their destructive activities and create a poster to explain why it is destructive and it should be avoided. Give the students the target audience for the poster.
- Groups look at each other’s posters and note any differences of opinion
- In plenary discussion any differences between students’ opinions are addressed and teacher elicits a summary of the outcomes of the lesson.
- If possible display posters in classroom or other appropriate location.

**Extension** - The class develop a *Wildlife Code* which aims to diminish the destructive behaviour highlighted in the lesson.