

LESSON 2:

POACHER PROBLEM

Students will work in groups to brainstorm ideas on how to keep wild animals safe in their ecosystem.

OBJECTIVES



Can you create an ecosystem that is safe for wild animals?

SUPPLIES

TEACHER PURCHASES

- None

CREATOR BOX

This is a Creator Box experiment, which means the kids can use the materials in the creator's box and small materials bin freely to make their creations. Please be careful to leave enough supplies for other Creator Box Experiments. For information about the specific materials, refer to the supply guide.

OTHER SUPPLIES

The remaining supplies for this experiment can be found in the following locations in your bin

SMALL MATERIALS BOX

- Plastic Animals (1 or 2 per student)

PENCIL BOX

- Pencils/Markers
- Tape, glue, scissors, and other crafting supplies as needed

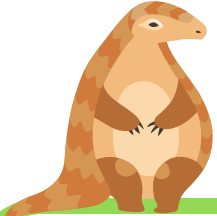
FOLDER

- Printer paper
- Construction paper for building and decoration

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EXTENSION

Invite students to create a list of things they think poachers are using poached items for. (What items might be created from ivory, cheetah skin, pangolin scales, etc.) Also ask them what other animals they think might be getting poached?

HOOK

🕒 2-3 min

Today we are going to Africa! Has anyone ever traveled to Africa? Do you know what types of wild animals are native to the savannahs of Africa?

Let students discuss in groups and then as a whole class.

- Examples: elephants, zebras, rhinos, hippos, hyenas, lions, leopards, ostriches, cheetahs, gazelles.

DISCUSSION

🕒 3-5 min

Does anyone know what the word "poacher" means?

Discuss ideas:

- A poacher is someone who takes or kills wild animals illegally. Examples in Africa are: Elephants tusks are made of ivory which poachers can sell. Tiger skin is wanted by poachers for its designs. The African pangolin looks like a reptile but is a mammal. They look like armadillos and are wanted for their scales.

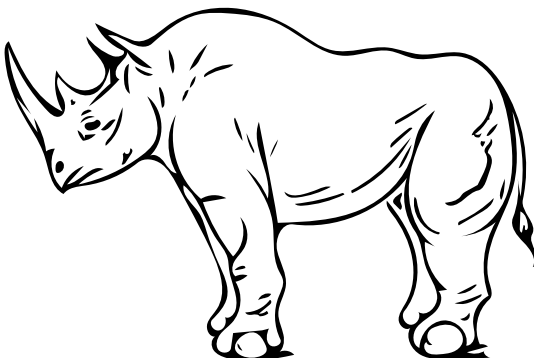
What does the word conservationist mean?

- A conservationist is a person who works to protect wildlife.


HYPOTHESIS

🕒 3-5 min

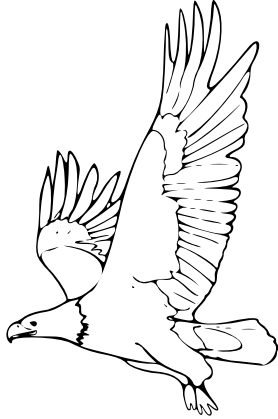
In a moment, we are going to create one way conservationists might work to solve poaching problems. What are ways that conservationists might try to protect animals such as elephants, tigers and pangolins? Write them on your scientist worksheet.



EXPERIMENTATION

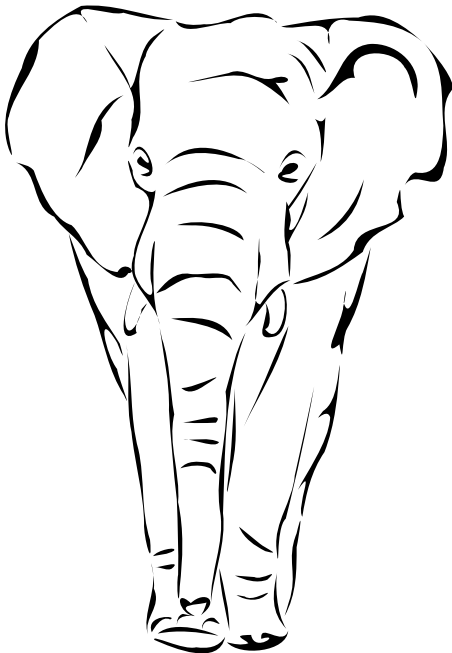
 20-25 min

Today we are going to be conservationists and builders! We are going to try and solve the problem of poaching by keeping the poachers away from the African animal's ecosystem, or their home. If we were to actually do this, we would give the animals a VAST area to roam. As a pair (or possibly group of 3) we are going to create a small model. Here is what your model should show:



- must be food
- must be water source (Pond, River, Lake, Well)
- must be a shelter available for animals inside of the area. (Cave, Nest, Building)
- There must be some type of barrier to keep poachers OUT.

Allow ample time for students working in groups of 2 or 3 to use the Creator Box to create their model. If animal toys are available, give each group 1 or 2 to build their ecosystem and barrier around.



OBSERVATION & EXPLANATION

 10-15 min

When all groups have their models completed you could do a "walk through" of all the projects and have the groups explain their ideas for a barrier. (There should hopefully be many more ideas than just a wooden fence that could be creatively represented using the items in the Creator Box.)



SCIENTIST'S WORKSHEET

Tip: Can draw or write the following down on whiteboard!

Hypothesis	Observation	Conclusion
What are ways that conservationists might try to protect animals such as elephants, tigers and pangolins?	How can you build a barrier to protect African animals that are being poached? Make sure there are sources of food, water and shelter inside your barrier!	Did your hypothesis involve the project we created? Do you think the model you've constructed will work to help stop poaching?



CONCLUSION

🕒 5-7 min

Fill out Hypothesis/Observation/Conclusion charts on the white board together as a group. Instruct students to clean their stations. Make sure to leave the classroom the way you found it.

ASSESSMENT

🕒 3 min

Did each student include visuals of food, shelter and water inside their models? Did they create a barrier surrounding their ecosystem?