

CHILDREN IN THE
WILDERNESS



**WORLD
WILDLIFE DAY**
3 MARCH

*“Unless someone like you cares a whole awful
lot, nothing is going to get better. It’s not.”*

- Dr Seuss



INTRODUCTION

On 20 December 2013, at its 68th session, the United Nations General Assembly (UNGA) proclaimed the 3rd of March – the day of signature of the Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES) – as UN World Wildlife Day. This day was proclaimed to celebrate and raise awareness of the world's wild animals and plants.

The theme for World Wildlife Day 2019 is 'Life below water: For people and planet'. The World Wildlife Day 2019 aligns closely with **the Sustainable Development Goal 14 – Life below water**, which focuses on marine species, and will be an opportunity to highlight the critical issues and values of marine wildlife to our everyday lives. The occasion will also celebrate successful initiatives to conserve and sustainably manage these species.

Oceans regulate our climate, produce half the oxygen we breathe, provide nourishment for 3+ billion people, and absorb 30% of carbon dioxide released into the atmosphere and 90% of the heat from climate change. To ensure that oceans and marine species are preserved and protected, nature-based solutions that bring together public, private and civil society partners need to be investigated.

LESSON PLAN

Read through the lesson plan in order to organise your Eco-Club session. Make use of the vocabulary list at the end of this lesson plan. Any word that is **bolded in red** in the lesson, will be in the vocabulary list.

Thereafter, follow the numbered steps in order to conduct your lesson. Make sure that you work through this step by step to ensure all parts of this important lesson are covered.





STAGE 1 – ENERGISER



DISCUSSION

Discussion – All about World Wildlife Day

Time – 10mins

Location – Under the trees

1. Sit under the trees outside with the children and talk to them about World Wildlife Day. This is just a quick discussion to introduce the children to the topic – you will go more in depth later in the lesson.
2. Talk about each heading in the notes below. Make sure you've covered all of the important points and vocabulary which will help for the rest of the lesson.

HOW WORLD WILDLIFE DAY CAME ABOUT

On 20 December 2013, at its 68th session, the United Nations General Assembly (UNGA) proclaimed the 3rd of March – the day of signature of the Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES) – as UN World Wildlife Day. This day was proclaimed to celebrate and raise awareness of the world's wild animals and plants.

The United Nations General Assembly is made up of 193 Member States who get together to discuss and work together on a number of international issues covered by the UN Charter, such as development, peace and security and international law.

CITES (the Convention on International Trade in Endangered Species of Wild **Fauna** and **Flora**) is an international agreement between governments. Its aim is to ensure that international trade in specimens of wild animals and plants does not threaten their survival.

WORLD WILDLIFE DAY 2019 - THEME

The UNGA and CITES work together on World Wildlife Day to raise awareness of the world's wild animals and plants. The theme for World Wildlife Day 2019 is 'Life below water: For people and planet'. The World Wildlife Day 2019 aligns closely with **the Sustainable Development Goal 14 – Life below water**, which focuses on marine species, and will be an opportunity to highlight the critical issues and values of marine wildlife to our everyday lives. The occasion will also celebrate successful initiatives to conserve and sustainably manage these species.

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WHAT ARE SUSTAINABLE DEVELOPMENT GOALS?

The Sustainable Development Goals (SDGs), otherwise known as the Global Goals, are a universal call to action to end **poverty**, protect the planet and ensure that all people enjoy peace and **prosperity**.





Goal number 14 is 'Life below water'. The world's oceans – their temperature, chemistry, currents and life – drive global systems (like weather, for example) that make the Earth **habitable** for humankind. How we manage this vital resource is essential for humanity as a whole, and to counter balance the effects of **climate change**.

3. Now play the energiser below with the children.



ACTIVITY

Activity – All my needs

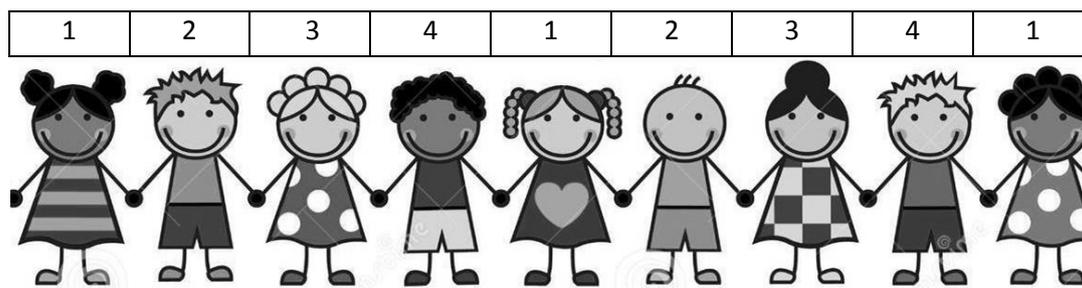
Time – 15mins

Location – Outside in an open space

1. Place two parallel lines on the floor or ground, 5 to 10 metres apart. Mark these lines off using ropes / string, lines in the sand, or markers (like chairs, or shoes to show where the line starts and ends) etc.

5 to 10 metres apart

2. Have the children stand in a line, and count the children off from 1 to 4.
 - a. In other words, each child will be given a number between one and four. See the image below which shows how each child in the line is counted off



3. All the **number ones** become **sea turtles**, and must stand along one of the lines you have created.
4. The others (numbers 2, 3 and 4) become the **needs** of the sea turtle, which are: food, pollution free oceans, and a beach to lay their eggs. They should stand along the other line.
5. **THIS IS VERY IMPORTANT – TALK TO THE CHILDREN ABOUT TURTLES:**
 - a. What a sea turtle eats depends upon the species. Some are omnivores, eating a variety of plants and animals, while others are herbivores eating only plants, sea grasses, **algae** and other plant like things found in the ocean.





- b. Herbivores like the green sea turtle are important for maintaining the health of coral reefs. Without them eating algae, corals can be overgrown and die from the algae which out-competes them.
 - c. Because leatherback sea turtle primarily eat jellyfish, they are attracted to plastic bags which resemble jellies when floating in the water. Eating them often leads to death. Learn more on our page on ocean plastic.
 - d. Despite being marine animals, turtles need to breathe air and return to the surface regularly to take a breath (which they are able to hold for hours if needed).
 - e. As air breathers, they need the land to lay their eggs - and the only safe land they ever encounter are the beaches on which they hatch.
6. Show the groups what the symbols are for each of the turtle's needs:
 - a. Holding hands on stomach for food
 - b. Their hands at their mouths as they pretend to blow out clean, fresh, pollution-free water
 - c. Their hands straight out in front of them, with their fingers moving, representing beach sand
 7. The groups (both the line of turtles and the needs) turn their backs to each other and pick a need by placing hands in one of the 3 positions. It's up to them to decide which 'need' they want to be.
 8. At your signal (count of three), both groups turn towards each other holding their signs clearly.
 9. The turtles must then run to a need that is holding the same sign as them. Each 'need' may only have one turtle.
 10. Any turtle who finds the need they are searching for, then takes it back to their side of the lines. Those needs then become turtles as well. This is because turtles are able to reproduce if they find what they need. Any turtle who does not find what they are looking for, dies and becomes part of the habitat, or stays on the need side of the line (depending on numbers – if you have a lot of children playing, then the turtles who die can step out of the game. If you don't have enough players, the turtles become a need.
 11. Continue play for 10 - 15 rounds.
 12. Have a discussion about how the turtle population continues to change because of cycle of available needs.
 - a. Not enough needs, means turtles cannot survive;
 - b. Too many turtles means not enough resources to help all the turtles.





STAGE 2 – THEORETICAL LESSON



OBJECTIVES

Children are introduced to the threats our oceans and sea creatures face, and what they can do to help protect them.



DISCUSSION

Discussion – All about the ocean

Time – 15mins

Materials – Paper and pens / markers

Location – Under the trees. Children should bring a piece of paper along so that they can take notes about what they have learnt.

1. Use the notes below to teach and talk to the children about the threats which our oceans face.

Do not just read the notes to the children, but rather try to engage them during the lesson. You can do this by asking them for their opinions. Encourage them to try to answer questions you might ask around these notes.

All about our oceans – why they're so important

Our ocean provides countless benefits to our planet and all the creatures that live in the oceans, and on land.

The air we breathe

The ocean produces over half of the world's oxygen and absorbs 50 times more carbon dioxide than our atmosphere.

Climate regulation

Covering 70 percent of the Earth's surface, the ocean transports heat from the equator to the poles, regulating our climate and weather patterns.

Oceans make up 75% of our Earth

The ocean covers three quarters of the Earth's surface and represents 99 percent of the living space on the planet by volume.

Diversity of life

The ocean contains nearly 200,000 identified species, but actual numbers may lie in the millions.

Biodiversity and livelihoods

More than 3 billion people depend on marine and coastal **biodiversity** for their **livelihoods**.

Transportation

Marine transportation is very important for trading goods around the world.





Recreation

From fishing to boating to kayaking and whale watching, the ocean provides us with many unique activities. It also brings tourism to countries, which is important for economies and job creation.

Economic benefits

The market value of marine and coastal resources and industries is estimated at US\$3 trillion per year.

Food

The ocean provides more than just seafood; ingredients from the sea are found in surprising foods such as peanut butter and soymilk.

Medicine

Many medicinal products come from the ocean, including ingredients that help fight cancer, arthritis, Alzheimer's disease, and heart disease.





Why are our oceans and sea creatures in danger?

- Global warming is causing sea levels to rise, threatening coastal population centres.
- Temperature changes to sea water, affect the natural habitat and conditions which marine animals need to survive.
- Many **pesticides** and **nutrients** used in **agriculture** end up in the coastal waters, resulting in oxygen **depletion** that kills marine plants and shellfish.
- Factories and industrial plants let **sewage** and other runoff into the oceans.
- Oil spills pollute the oceans
- Air pollution is responsible for almost one-third of the toxic **contaminants** and nutrients that enter coastal areas and oceans.
- **Invasive species** such as poisonous algae, cholera, and countless plants and animals have entered harbour waters and disrupted the ecological balance.
- The United Nations Food and Agriculture Organization estimates that 31.4 percent of fish stocks are either fished to capacity or overfished.

Why it is important to ensure oceans are protected, and what can you do to protect them

- The ocean is the largest **ecosystem** on Earth, it is the planet's life support system.
- Oceans generate half of the oxygen we breathe.
- They contain more than 97% of the world's water.
- Oceans provide at least a sixth of the animal protein people eat.
- Living oceans **absorb** carbon dioxide from the atmosphere and reduce climate change impacts.
- The **diversity** and **productivity** of the world's oceans is a vital interest for humankind. Our security, our economy, our very survival all require healthy oceans.

What can you do on World Wildlife Day 2019?

Just "Do One Thing Today" to make a difference to conservation!

- Set a Goal - Live your daily life with the smallest negative impact on the environment, wildlife and their habitats.
- Organise a talk, presentation or discussion at your local school or university on wildlife conservation.
- Reach out – inform authorities if you have information on illegal logging, fishing and wildlife trafficking; you could play a critical role in detecting wildlife crimes and holding criminal smugglers accountable.
- Mobilise - Encourage your schools, Eco-Clubs, governments and businesses to discuss wildlife conservation and what you and your community can do to help.
- Get to know marine species and the challenges they are facing and how you can help. Share what you've learned with your friends and family.





STAGE 3 – DIRECT EXPERIENCE



OBJECTIVES

Children are going to create sea creatures out of waste materials.



ACTIVITY

MATERIALS – Scrap paper, scissors, glue, litter

TIME – 20mins to collect litter, 20mins to create their sea creatures

INSTRUCTIONS

1. Give the children 20mins to collect litter around the school grounds.
2. They should then use the litter to create a turtle. Show them these examples below, of how people have created a badger and a turtle using only recycled materials.
3. They should try and use only the litter to do so, but if they need to use a few natural materials to supplement their turtle, they can.
4. Be sure to have the children wash their hands carefully, and throw away any rubbish and litter which they did not use. Better yet, if you have recycling in your community, make sure that the children have separated recyclable materials accordingly.



Recycled Soda Bottle
Floating Turtle



deceptivelyeducational.blogspot.com

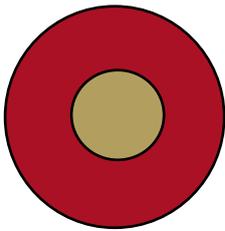




STAGE 4 – DEBRIEF



Divide the children into two groups - one group makes an inner circle and the other group makes an outer circle. The children in the inner circle and the outer circle face each other to form pairs. The children take turns to report their information, or share an idea with their partner. At the end of a set period of time (say a minute or so), the children are asked to move (for example, the children in the outer circle move two places to the left), thus creating new pairs. The children now share their information with a new partner.



With each new partner, the children should share three things:

- ✓ One thing they learnt about the ocean that they didn't know before
- ✓ Why the ocean is in danger
- ✓ One thing which they could do to help protect the oceans

VOCABULARY

- **Absorb** - take in or soak up
- **Agriculture** - the science or practice of farming, including cultivation of the soil for the growing of crops and the rearing of animals to provide food, wool, and other products.
- **Algae** - small plants that grow in or near water and do not have ordinary leaves or roots.
- **Biodiversity** - the variety of plant and animal life in the world or in a particular habitat, a high level of which is usually considered to be important and desirable.
- **Captive** - an animal that has been confined.
- **Climate change** - The climate can be described as the average weather over a period of time. Climate change means a significant change in the measures of climate, such as temperature, rainfall, or wind, lasting for an extended period – decades or longer.
- **Commercial** – selling products for an income
- **Conflict** - any interaction between humans and wildlife that results in negative impact on human social, economic or cultural life, on the conservation of wildlife populations, or on the environment
- **Contaminants** - a polluting or poisonous substance that makes something impure.
- **Depletion** - reduction in the number or quantity of something.
- **Diversity** - a range of different things.
- **Ecological** - the relation of living organisms to one another and to their physical surroundings.
- **Ecosystem** - a biological community of interacting organisms and their physical environment
- **Fauna** - the animals of a particular region or habitat
- **Flora** - the plants of a particular region or habitat
- **Habitable** - suitable or good enough to live in
- **Habitat** - the natural home or environment of an animal, plant, or other organism.
- **Illegal** - forbidden by law





- **Invasive species** - species that is not native to a specific location (an introduced species)
- **Livelihoods** - a set of activities performed to live for a given life span , involving securing water, food, fodder, medicine, shelter, clothing and the capacity to acquire above necessities working either individually or as a group
- **Needs** – something that is required to ensure survival
- **Nutrients** - a substance that provides nourishment essential for the maintenance of life and for growth
- **Pesticides** - a chemical preparation for destroying plant, fungal, or animal pests
- **Poverty** - the state of being extremely poor.
- **Productivity** - A measure of the efficiency of a person, machine, factory, system
- **Prosperity** - the condition of being successful or thriving
- **Recreation** - activity done for enjoyment when one is not working
- **Regulating** - control (something, especially a business activity) by means of rules and regulations.
- **Sewage** - waste matter such as faeces or dirty water from homes and factories, which flows away through sewers.

REFERENCES

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