




# WE PROTECT ANIMALS



## Learning objectives

- Encouraging students to learn about the importance of respecting animals and not interfering with their environment or well-being.
- Linking Unit 3 (Wildlife Adventures) to UN's Sustainable Development Goal #15 to raise awareness of how responsible lifestyles can contribute to the preservation of wildlife on our planet.
- Motivating students to make responsible decisions that help the environment and encouraging them to take care of wildlife. 

### Materials needed:

- \* Art supplies (e.g. paint, clay, markers, crayons, pencils, paper)
- \* Reference materials (e.g. books, magazines, photos, videos of wildlife)
- \* Inspiration boards or mood boards (optional)
- \* Vocabulary lists (e.g. animals, habitats, conservation)
- \* Picture dictionaries or visual aids



## Warm-up

Show the students pictures or videos of different wildlife species and ask them to identify each of them. Invite students to discuss which their favorite animal is, and to say why they like it. Introduce the concept of wildlife conservation and explain why it is important. Connect the topic to SDG #15: Life on Land, emphasizing the importance of protecting terrestrial ecosystems and biodiversity.

**Teacher:** Which animal is this?

**Student 1:** It's a lion.

**Teacher:** Do you like lions, zebras, or elephants? Or something smaller like a butterfly or a frog?

**Student 2:** I like small animals.

**Student 3:** I like zebras. Zebras are big.



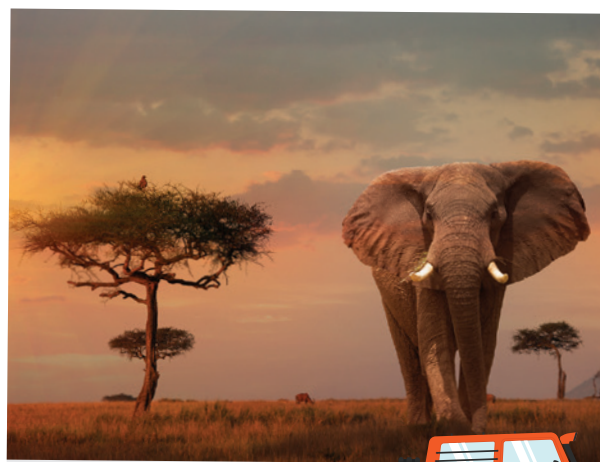
**Teacher:** *Where do zebras live?*

**Student 1:** *Zebras live in Africa.*

**Teacher:** *What other animals live in Africa?*

**Student 2:** *The lion!*

**Teacher:** *Excellent!*



## Starting point

Divide the class into different groups and assign each group a different wildlife species (e.g., *tiger, panda, elephant, eagle, frog*) to do some research. Provide the students with resources (books, magazines, computers with internet connection) to find out about their assigned animal. Give the children enough time to do research. Discuss how the well-being or survival of their assigned animal is connected to SDG #15.

## Progression

**Step 1:** Divide the class into groups and assign each group of students a different wildlife species.

**Step 2:** Provide students with resources to gather information about the wild species in step 1.

**Step 3:** Ask students to create a poster, presentation, or any other work of art related to the assigned animal. The poster or presentation should include information about this animal's habitat, diet, behavior, and the threats it faces. Have students add pictures or drawings to their poster.

**Step 4:** Encourage the children to tell the rest of the class about this animal.

**Teacher:** *In groups, you will learn about one animal. Group 1 your animal is the zebra. Do you like zebras?*

**Student 1:** *We love zebras*

**Teacher:** *Tell us about your animal. Can you tell us what your animal eats, where it lives, and what it likes to do?*

**Student 1:** *This is a zebra. It's black and white. Zebras live in Africa. They are big. They are at risk because of hunting.*

## Further exploration

### Social and Emotional Learning

Have the students discuss the role of individuals and communities in achieving SDG #15 and brainstorm ideas for how they can contribute to this sustainable development goal through their artwork or other actions. Show students pictures of forests, animals and polluted areas and ask them how each picture makes them feel.

**Teacher:** *Look at this picture of a forest. How does it make you feel?*

**Student 1:** *Happy!*

**Teacher:** *Why?*

**Student 1:** *Because it's beautiful!*

**Teacher:** *And what about this picture of trash in the forest?*

**Student 2:** *Sad!*

**Teacher:** *Yes, me too. Today we will talk about how we can help nature and animals feel "happy" again. What can we do if we see trash in the park?*

**Student 2:** *Pick it up!*

**Teacher:** *How can we help (birds)?*

**Student 1:** *We can build (birdhouses) and feed them.*

**Student 2:** *We can (plant trees so birds can have a home).*

**Teacher:** *Great ideas!*

