



Illegal Wildlife Trade

Virtual Classroom Extension

Grade Level

Grade 7

Objectives

These activities are designed to start your at-home students in recognizing themselves as scientists and in thinking critically about problem-solving. The goal is to teach concepts through discovery and to encourage using scientific thought processes. Feel free to adapt the lessons provided to better suit your students' abilities. Take these ideas, make them your own, and your students will have a greater chance of success.

Background Information

Play this game to learn more about why illegal wildlife trade is a serious threat to the survival of earth's species. This game will also give at-home students an opportunity to explore ways to address these threats at all points in the trade and supply chain, from collector to consumer.

Materials

1. Illegal wildlife trade cards (printed and cut)
2. Map and crayons/markers, or internet access to Google Earth
3. World atlas, or internet access for searching geographic information

Procedures

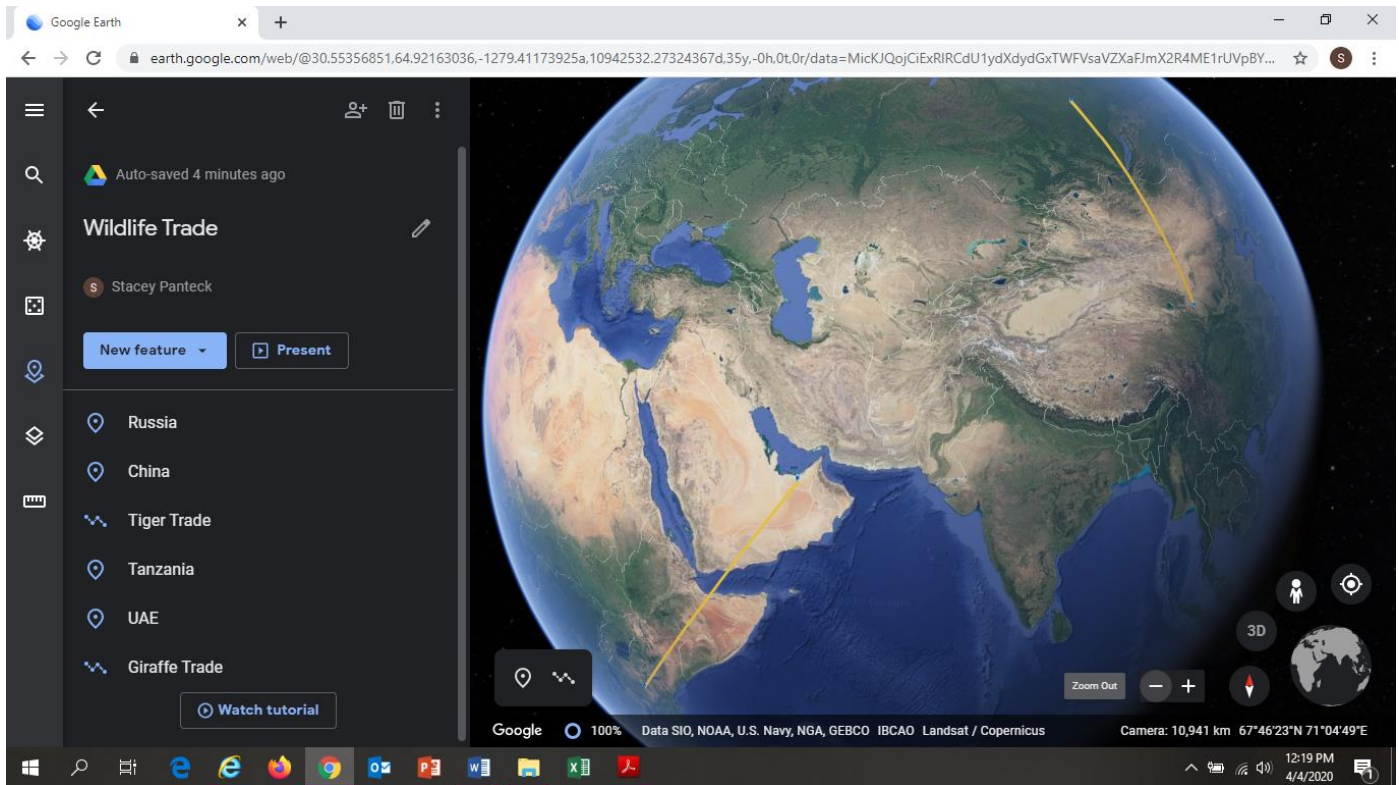
1. Begin by gathering the necessary materials. Print and cut apart the wildlife trade cards so each card has the animal and IUCN status on the front and the import/export clues on the back. If you have a large world map that can be drawn on, and/or a world atlas book, those can be utilized for this activity. If those items are not readily available in your household, feel free to use an internet search engine and an online world map like Google Earth.
2. Place the stack of illegal wildlife cards in the center of the playing area.
3. Begin with a discussion on the illegal trade of wildlife. Ask your at-home students if they can think of any examples (either factual or fictional) from books, movies or TV. Also discuss what they learned about elephant conservation and illegal wildlife trade from the Facebook Live stream.
4. Next, share the following information with your at-home students:
 - a. The illegal trade of wildlife is consuming wildlife at alarming rates and is a grave threat to the survival of the earth's species. Elephant ivory and rhino horn might come to mind, but many plant and animal species are taken from their wild habitats and sold as pets, parts, products and more. This illegal trade is often controlled by

dangerous international criminal networks. Addressing it requires strategic efforts at all points in the trade and supply chain, from collector to consumer. This involves anti-poaching efforts, law enforcement and legislative action, education and public advocacy, and personal consumer behavior change. Some of which will be learned in this activity.

5. Next, allow your at-home students to explore IUCN (International Union for Conservation of Nature) and CITES (Convention on International Trade in Endangered Species of Wild Fauna and Flora) and how it relates to conservation and the illegal trade of wildlife. Share the following websites for more information <https://www.iucn.org/> and <https://www.cites.org/> and allow time to explore and research. They may have heard of these organizations during the Facebook Live stream.
6. When ready, each player should take a turn selecting an illegal wildlife card from the stack. On the front of each card is an animal that is illegally traded, and the IUCN status of that species. The back of each card contains clues for exporting country, importing country and a true story about the smugglers who were caught and the sentence they received.
7. During each turn, players should read the front and back of each card carefully. If available, encourage them to use the index and table of contents of the atlas to help with their search. If no atlas is available, simply have them type the clues into any internet search engine.
8. Once the player has figured out which countries were involved in trade according to the cards, they should plot the export and import locations on the world map with a crayon or marker. Next draw a line to connect the countries and show the trade route. It's helpful for each player to use a different color crayon/marker if possible. If a map is not available, players can drop a pin using Google Earth, and virtually draw lines to connect export/import countries to show trade routes.
 - a. Note: You will need to sign in or create a free account in Google to use some features of Google Earth. Once signed in, players can drop pins in each import/export country, and draw lines to show the trade routes. Pins and trade routes can be saved and named. See the image below as an example.
 - b. If using Google Earth, at-home students can do this activity with friends virtually by using the "share project" feature.
9. Continue playing until all cards are used and all trade routes are drawn.

Extension

1. Once all trade routes are drawn, allow players to revisit each route and discuss what animals were being trafficked where and why.
2. Encourage at-home students to revisit the websites for ICUN and CITES to learn more about what is being done to help protect wildlife against illegal trade.
3. At-home students are also encouraged to visit the Cleveland Metroparks Zoo website to take action and learn more about the positive things the Zoo and our partners are doing to combat the illegal trade of wildlife. <https://www.clevelandmetroparks.com/zoo/wildlife-we-protect/illegal-wildlife-trade>



Standards

Ohio Academic Content Standards

Grade 7 Social Studies: Geography Strand

Geographic factors promote or impede the movement of people, products and ideas.

Trade routes connecting Africa, Europe and Asia helped foster the spread of ideas, technology, goods and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) that impacted the Eastern Hemisphere.

Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world.