

# WVS EDUCATION UPPER KS2 CITIZENSHIP LESSON PLAN

**The Illegal Wildlife Trade: Consider viewpoints related to animal trafficking and make informed choices**

Phase	Upper Key Stage 2
Subject	Citizenship/Social Studies
WVS goal	To raise awareness of issues affecting animal welfare.
Curriculum Links	<p><b>England</b> KS2 Citizenship</p> <p>Make real choices and decisions</p> <p>Consider social and moral dilemmas that they come across in life.</p> <p><b>Wales</b> Health and Well-being</p> <p>I can make considered decisions, taking into account available information, including past experiences.</p> <p>I can understand that decisions can be made individually and collectively, and that they can be influenced by a range of factors.</p> <p><b>Northern Ireland</b> KS2 Personal Development and Mutual Understanding</p> <p>Develop knowledge, understanding and skills in human rights and social responsibility.</p> <p><b>Scotland</b> Social Studies SOC 3-15a</p> <p>I can use my knowledge of current social, political or economic issues to interpret evidence and present an informed view.</p>
Links to Sustainable Development Goals	<p>SDG 9 – Industry, Innovation and Infrastructure</p> <p>SDG 12 – Responsible Production and Consumption</p> <p>SDG 15 – Life on Land</p>

## OVERVIEW

In this lesson, children will:

- Consider why animals and their products are traded illegally
- Research different viewpoints related to animal trafficking to understand the dilemmas faced by people involved
- Raise awareness of how WVS and other charities are campaigning to make animal trafficking stop

## LESSON RESOURCES

**Visual glossary:** This printable lists vocabulary associated with the lesson and can be provided for additional support.

**Printable 1** – illegal wildlife trade viewpoint cards. Prepare one set per group.

**Printable 2** – illegal wildlife trade recording sheet. Prepare one copy per child.

## LESSON OVERVIEW

### Part 1: Discover the issue

**Entry ticket:** Ask children to show with their fingers how sure they are that they can make a decision about the illegal wildlife trade, taking into account the viewpoints of others. Children can give their answers using the scale 1 to 4 on their fingers to indicate how sure they feel.

**Pictures from a vet:** Introduce the closeup photograph. Tell children the photograph is of an animal – can they guess which one? You could help to scaffold children’s thinking by asking them if they think the animal is a mammal, reptile, fish, bird etc.

**Vet report:** Introduce the vet report from a WVS vet working in Malawi, Africa. Explain that Rangers from the Malawi Department of National Parks and Wildlife (DNPW) and African Parks had rescued Tamanda, a ground pangolin, from the cruel grips of poachers. She was still alive, but she was weak, dehydrated, and malnourished, with a head tilt, and often falling over to one side. The little pangolin needed immediate veterinary attention. At the BSPCA clinic in Blantyre, WVS vets gave Tamanda critical first aid including a full physical exam, intravenous fluids and oral dextrose (to treat low blood sugar), vitamins, and minerals. It worked. The pangolin recovered amazingly well and within a few days, she was ready to return home.

With such a high demand for pangolins in the illegal wildlife trade, it was important to release Tamanda in a protected area within her home territory, where it was both familiar and safe. The rangers found the perfect location. They opened the transport cage and watched her make a quick trip to a nearby watering hole, before zooming off into the thicket.

**Discover the issue:** Explain that the illegal wildlife trade is where living plants and animals or parts of plants and animals are illegally traded (known as trafficking). It is thought to be worth hundreds of millions of dollars a year and because it is such big business, it is often run by dangerous international networks.

Examples of this illegal wildlife trade include poaching of elephants for ivory, rhinos for their horns, tigers for their skins and bones, pangolins for their scales, and marine turtles for their shells. Live animals are also captured for the exotic pet trade including bearded dragons, geckos and birds, such as macaws, as well as exotic mammals such as sloths and hedgehogs. Many species involved in this trafficking are already endangered. Rare plants and plant products used for medicine, food or timber are also big business in this illegal trade.

**Game: true or false?** Explain to children that they are going to hear statements about the illegal wildlife trade. They should stand up if they think the statement is true or crouch down if they think the statement is false.

	<p><u>Statements and answers:</u></p> <ul style="list-style-type: none"> <li>• Animals are being illegally trafficked for use as medicine, food, fashion and to be sold as exotic pets. TRUE</li> <li>• Each year, 1 million wild animals and plants are trafficked illegally around the world. FALSE At least 100 million plants are animals are internationally trafficked each year. Source: <a href="#">University of Sheffield</a></li> <li>• Approximately 55 African elephants are killed by poachers each day for their ivory tusks. TRUE Source: <a href="http://www.traffic.org">www.traffic.org</a></li> <li>• In the last decade, over 9,000 African rhinos died because of poaching. TRUE Source: <a href="#">Save The Rhino</a></li> <li>• 20 countries worldwide are affected by the illegal wildlife trade. FALSE Illegal animal trade seizures indicate trade in 162 countries and territories being involved in the illegal wildlife trade. It affects most countries across the world. Source: <a href="#">Carbon Pulse</a></li> <li>• Due to threats, such as poaching, there are less than 4,000 tigers left in the wild. TRUE Source: <a href="#">Wildcats Conservation Alliance</a></li> </ul>
<p><b>Part 2: Join the adventure</b></p>	<p><b>Question to investigate:</b> Introduce the enquiry question: Is it right to take animals illegally from the wild for trade?</p> <p>Children will use viewpoints cards in <b>Printable 1</b> to learn more about the different people connected to the illegal wildlife trade. Divide the class into groups of 6 children and give each child one card. They read the statement on the card to understand the viewpoint they represent. Then each child in the group presents their viewpoint.</p> <p>As an alternative, you could select 6 children from the class and complete this activity as a hotseating task where each child takes on a role. The rest of the class can then ask questions to the children in role to find out more about the different viewpoints.</p> <p><b>Understanding viewpoints:</b> Children complete the recording sheet, <b>Printable 2</b> by filling in the speech bubbles to show they understand how each person might answer the question: Is it right to take animals illegally from the wild for trade?</p> <p>Finally, children can fill in the middle box with their own opinion about the illegal wildlife trade.</p>

**Part 3:  
Be the change**

**WVS and the illegal wildlife trade:** WVS supports charities all over the world by providing support for animals affected by the illegal wildlife trade. In Malawi, the Majete Wildlife Reserve is a safe haven for pangolins and other endangered wildlife. When a wild animal requires medical attention, the rangers call upon our vets. Our team is able to assist with everything from health checks to critical first aid, to help get these animals back to their rightful homes in the wild. You can find out more about 4 pangolins rescued and treated at the Majete Veterinary Care Unit in Malawi by reading this article: <https://wvs.org.uk/news/malawi-three-pangolin-rescues/>

**Who is responsible?** Pose the question: Who do you think is most responsible for the illegal wildlife trade? Why? You can spend time discussing this as a class to gauge whether children appreciate the different viewpoints and tensions that exist.

**Act for animals:** This is an opportunity for children to take action to raise awareness about the illegal wildlife trade. From the discussion about who is responsible, children should now know that consumers (tourists) are the people who drive the illegal wildlife trade when they buy the products of illegal wildlife trafficking. Introduce the task to make a sign for tourists to communicate that they should never buy wild animals or things that are made from them as holiday souvenirs.

Children will need to consider the most effective text and images to use on their poster to warn tourists of the dangers of purchasing souvenirs which might be connected to the illegal wildlife trade. You could suggest that children use a case study, such as Tamanda the pangolin, to build sympathy for animals affected by trafficking.

**Exit ticket:** Ask children to show with their fingers how sure they are that they can make a decision about the illegal wildlife trade, taking into account the viewpoints of others. Children can give their answers using the scale 1 to 4 on their fingers to indicate how sure they feel.