

Sea Turtles International Lesson Plan

Activity: Sea Turtles International

Adapted From: Project Wild Aquatic

Grade Level: 9-12

Time Required: one 90 minute block or two 45 minute class periods

Objectives:

- (1) Students will analyze the policies and philosophies that countries have relating to wildlife ownership and protection and to habitat management.
- (2) Students will explain the importance of international agreements and organizations that manage species that cross national boundaries
- (3) Students will define the difference between ownership of land and ownership of wildlife
- (4) Students will use the information they have obtained to create their own long-term strategy for restoring the Kemp's Ridleys.

Key Terms:

Political process, international agencies, wants, needs, entrepreneur, compliance

Method:

Students portray the political interactions of citizens from different countries who have a variety of perspectives on the conservation of wildlife habitat.

Materials:

Copies of the Scenario Cards (one per student) and the Haves Cards

Procedure:

1. Review the Turtles International background information with the students
2. Hand out a Scenario Card to each student. If there are more than 18 students in the class, have the students team up. Direct the students to group themselves into three countries according to the information assigned to their character in their Scenario.
3. Provide each "country" with background information about their country and the environmental practices that take place. Each country will present themselves to the class; the presentations can be followed by a discussion of probable economic and cultural issues found within each country that would affect the safety of sea turtles. This is also a good time to review any vocabulary that might be unfamiliar.
4. Give students some time to review their own characters. Tell them that the goal of the activity is to collect one *Haves Card* for each Want listed in the scenario. They will get the *Haves Cards* from other students during the activity.
5. Pass out the Haves Cards. Explain to students they will be keeping their scenario information, but will distribute the Haves Cards to classmates who request them AND obtain the new cards they want. To find their

- cards, each student must first determine who the other characters are and who has the cards they want. Cards are obtained by simply asking for them. No direct trading is required. However, sometimes the initial holder may not be permitted to give the card away until certain specifications have been met. Students should pay close attention to conditions set forth on the card.
6. Begin the activity by letting the students move around the room to meet the other characters and fulfill their goals. Allow students time to work through their scenarios. Tell students to write on the cards the name of the character from whom they received the card. This information will help the class track the interactions during the discussions later.
 7. When all the characters have fulfilled their needs by obtaining the necessary Haves Cards, tell the students describe their characters, what they wanted, and where they go the item they needed.
 8. Discuss as a class the reactions and interactions that came about from the scenario. Have students record the result of their discussion in their "Turtle Journal."
 - a. Did all the characters fulfill their wants?
 - b. Which characters had their wants fulfilled by a character outside of their country?
 - c. What difficulties did they find in getting their Wants met?
 - d. How did the international organizations and agreements facilitate the protection of the sea turtles in this activity?
 - e. What might have happened without their contributions?
 - f. What more might be done?
 9. Students working in small groups will use the information from the activity, and the class discussion to propose a complete restoration plan for the Kemp's Ridleys. The plan must include the following:
 - a. Laws put into place or kept in place and methods in which to enforce them
 - b. Specific conservation efforts such as land set aside, light restrictions etc.
 - c. Public education proposals targeted as specific groups of individuals
 - d. Economic plans to help ensure legal and sustainable employment for individuals forced into poaching and illegal trading as a career choice.
 - e. At least one additional method not described above.