Format of Modules

* 1. Background (1-2 paragraphs, and images if you want!)
		1. Title (Topic(s) of module) – Wild animals of the jungle
		2. Learning Goals & PLOs  [**Objective] –**My goal was to make students enthusiastic about rainforests thereby making them care about protecting them and the environment in general. I hoped that by talking to them and showing them pictures about tropical forests, this would make them eager to learn more and make them more likely to take actions in their own lives to protect the environment.
		3. A secondary goal was to tell them about what life is like as a biologist living and working in the tropics and the methods biologists use to find animals there
		4. Why is this module interesting? [**Bridge**]- My module/ classroom visit incorporated pictures and information about animals that few of these students will ever see beyond a zoo.
		5. References
			1. Include a few readings for further interest (such as secondary sources

http://rainforests.mongabay.com/

* 1. Materials (List)
		1. List of materials:
			1. Be specific and include quantity per person

I printed out 30 photos of animals from my camera traps. I laminated them and gave one photo to each of the students.

Procedure (note if any items are optional)

* + 1. **Pre-Assessment**
			1. Include how you are going to assess the knowledge of your audience. It may be a simple question or an entire activity.

I asked the kids questions about the rainforest to see how much they had learned from their teacher in the weeks prior to my visit as she had been teaching them a bit about the rainforest before I arrived. She also introduced some of my study species to them.

* + 1. **Participatory Learning**
			1. Detailed information on the activities

I began with a powerpoint slideshow (pictures only) of what the rainforest is, what animals are found there, as well as why it’s important. I also talked to them about how I study wildlife in the rainforest and showed them how a camera trap works and why it’s a good way to study animals. This slideshow was about 20 minutes long. I then played a quiz show game with the kids; this involved splitting up the class into 2 teams and then asking questions to each team. If a team got the question wrong, the other team was able to ‘steal’ the point. I used pictures to ask them questions (eg what is *this* animals, where is *this* animal found, etc) and questions only covered material that I talked about in the slideshow I had presented. After about 20 minutes I ended the game and gave both teams camera trap trading cards- these were laminated photos from my camera traps that had the name of the animal as well as an interesting fact about them.

* + - 1. You could include *italicized* notes with additional guidelines for teacher use only
		1. **Post-Test**
			1. Include how you are going to assess the impact/outcome of your model. Again it might be a question or full activity.
				1. I asked the students questions at the end of the activity (for example, I asked them how they can ‘help’ the rainforest). In addition, it was pretty easy to note their consistent enthusiasm throughout my visit for the material I was presenting to them.
		2. **Summary**
			1. Include the relevancy & applications of the topics. Why should the students care (think conservation, future jobs, agricultural, land-use etc.)

Relevance is conservation, protection of biodiversity, how our own actions affect areas far away from home

How kids can make a difference in helping the rainforest (eg recycling, writing on both sides of the page, not wasting water)

* 1. Make it your own
		1. Include 1 way to advance the module
			1. For example: “This module could be advanced by including topics of genetics for high school students”

In this module I was trying to teach kids about the rainforest as well as teach them what it’s like to study wildlife. The module could be improved by splitting these two themes into separate classroom visits, which would allow me to give a more in depth lesson of rainforest ecology.

* + - 1. “Students can do basic statistics instead of only examining graphs”
		1. Include 1 way to adjust module for younger groups
			1. “Students can draw hypotheses instead of writing them”

The kids in my classroom were about 9 and 10. For younger kids, I would adjust the visit/lesson by introducing fewer technical terms and probably shortening the slideshow presentation so they would go into the quiz show activity faster.

* + - 1. “The topic of inheritance can be excluded or simplified”

Outline of lesson /classroom visit

What I do, Where I work…

I’m a wildlife biologist- what does that mean? – study wild animals in the “wild”

* I’ve worked with lots of different animals- elephants, seabirds, deer, bears
* Right now I work in the jungle/rainforest of Borneo…where is that?
* Takes 14 hours to get there by plane from Vancouver

The rainforest

- what is a rainforest? – hot! Wet! Lots of trees!

-how does the rainforest differ from Vancouver or the arctic?

- What animals live there?

- tell me about the rainforest animals you have learned about so far

How camera traps work

Want to know where animals go and when….may have seen shows where people are tracking animals (ie lions wearing radio collars, collars send a signal that you can follow (like a radio) tells you where the animal is going)

This is hard in the rainforest – why?

Hard to see because so many trees, so hard to find, catch animals, hard to track them

Also, do you think animals like being caught? Catching them is stressful!

Its easier (and better for the animals) we want to study if they don’t even know we are there…any ideas on how we would do this?

We use cameras to spy on the animals….these are called camera traps….

We set up cameras and then leave them in the jungle for a few weeks

Cameras take pictures whenever animals (or people!) walk by

Set these up all over the forest to see what types of animals are in different places

So why are rainforests important?

Home for animals

Trees give us wood

Too much of the forest is being destroyed too fast! too many trees (wood) being taken out, big areas being converted to farm land

End w small lesson bit about conservation..

Rainforest is so far away…is it possible for YOU to make a difference from here in Vancouver?

What actions could you take? No action is ever too small- every bit helps!

always use both sides of the paper, recycle your paper

important to save water too- when brushing your teeth turn off the water while you are brushing; when washing the dishes, turn off the water while you are rinsing