

SUSTAINABLE PRACTICES IN WILDLIFE CONSERVATION

APPLIED SCIENCES

Designed For Students:

Grades 6th-12th
Ages 11-18

Program Length:

3 hours

Park:

Disney's Animal Kingdom® Theme Park
Morning: Meet at the flagpole outside the Main Entrance
Afternoon: Meet at Garden Gate Gifts

HELLO EDUCATOR!

Disney Youth Education Series is pleased to be able to provide you with this assessment to gauge your students' progress as they prepare for and complete their Disney Y.E.S. experience.

To encourage creative thinking, open-mindedness, and generate excitement, we suggest that you use the ideas on pages 2 - 4 to help your students prepare for **Sustainable Practices in Wildlife Conservation**. Upon your return to school, you might find the ideas on page 5 useful to assess student learning.

These tools are sure to get your students moving in the right direction and help ensure a learning experience that is relevant, inspiring, and thought-provoking!

We look forward to hosting you at the **Walt Disney World®** Resort where iconic settings, imagination, and storytelling come together to create a unique learning environment and life-long memories. See you soon!

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1. Have students research how people in the following roles interact with wildlife:

- Scientists
 - How do scientists acquire knowledge and what resources do they need?
 - Discuss how scientists use research to acquire new knowledge.
 - What types of scientists can be found in communities?
 - Discuss how teachers can sometimes be scientists.
 - List instances where a scientist might be connected to animals.
- Business people
 - Who are business people and how do they earn money?
 - What are some goods and services business people provide? How do these benefit the community? Discuss the types of business people who provide goods or services connected to animals.
- Residents
 - Who are residents and what basic needs must be met in order for them to survive?
 - Discuss other things they might want (but they don't really need) in order to survive.
 - Describe how you, a resident of your community, might be connected to animals.
- Tourists
 - Who are tourists and what would attract them to a location?
 - Discuss the kinds of things tourists might want to see or do on their vacations.
 - List items tourists might take with them on vacation.
 - What goods or services might tourists need while on vacation?
 - Explain how tourists might interact with scientists on their vacation.
 - Discuss how a tourist might be connected to animals.

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2. Have the students research the various meanings of *encroachment*:

- What does encroachment mean in the game of football?
- How does human development, such as building new malls, highways, or apartment complexes, affect animals?
- Do the people who develop or build malls, highways, or neighborhoods intentionally try to disrupt animals that live on the land they are developing?
- Are there actions developers can take to help the animals that have been disturbed by their developments?

3. Have the students research the various meanings of *resources*:

- What is the term used to describe resources that can be easily replenished? Give some examples.
- What kinds of resources aren't renewable? Give some examples.
- What does the term sustainable mean? What does it take to make a resource sustainable? Give some examples.

4. Have the students research the meaning of *ecotourism*:

- Would tourists pay money to see giraffe on the African savanna, hike the Grand Canyon, or scuba dive in the Great Barrier Reef?
- What are some challenges that can come with tourism in general? Could too many tourists create problems for wildlife and wild places?
- What are some benefits of ecotourism? How does regulation play a role in ecotourism?
- What can we do to address challenges with tourism and lessen harmful impacts on the environment?
- Are compromises important when dealing with our interactions with animals?
- Who should speak on behalf of animals since they can't speak for themselves?

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Activity: Community Connections

Materials:

- 6-sided die

Description:

- In this activity, students will learn about interactions between roles within a community and how they affect wildlife and the environment. You will need at least 5 students to play. Have everyone sit in a circle. Pick someone to start the game by rolling the die. Whatever number is rolled will match one of the corresponding roles listed below.
 - 1 - Resident
 - 2 - Tourist
 - 3 - Scientist
 - 4 - Business person
 - 5 - Wildlife
 - 6 - Roll again
- Once the student has their role, have them create a more specific profile.
 - Example: if a student rolled a 4, they become a business person. Their business could be a pet shop, grocery store, etc.
- Have the next person roll the die and find out their role. Once identified, they will need to relate their role to the person who came before them.
 - Example: if a student rolled a 1, they become a resident. A resident would shop in the business person's grocery store.
- When someone rolls a 5 (Wildlife), students should attempt to relate how all of the assigned roles are connected to wildlife.
 - Example: if Chris, Jose, and Amanda are playing in that order, Chris might roll a 2 and be a Tourist visiting Yellowstone National Park. Jose might then roll a 3 and decide he'll be a park ranger who tells Chris not to feed cookies to the bears. If Amanda then rolls a 5, she might decide she's the bear who does not get the cookies to eat because Chris told Jose not to feed the bears.
- From there the round is over and a new one can begin. Multiple rounds should be played to illustrate how different members of a community are connected to each other and to wildlife.

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At the conclusion of the Disney Youth Education Sustainable Practices in Wildlife Conservation experience, have each student do the following:

1. Define the role, goals and give examples of the following community members: scientist, business person, resident, and tourist.
2. Classify renewable and non-renewable resources and discuss the difference between them.
3. Describe how fossil fuels affect the environment.
4. List possible renewable resources and discuss their advantages and challenges.
5. Explain the concept of habitat encroachment.
6. Describe culture and explain how it can affect animals, either positively or negatively.
7. Define ecotourism and explain how it can help animals.
8. Discuss how entire communities can work together to benefit animals and the environment.