1. Introduction to the subject

The poaching and illegal trade of wild animals is one of the biggest threats to several endangered species alive today. Elephants, tigers, rhinos, pangolins and tarantulas are just some of the creatures whose numbers are fast dwindling - in large part due to illegal poaching and capture for sale on the wild market. The illegal wildlife trade is a huge part of the criminal economy; with an estimated value of £15 billion annually, it is the furth largest illegal trade in the world. Certain species such as elephants are being killed at a daily rate far above their reproduction numbers, which means that the threat to their kind is existential. Governments and other organisations can work to counter this - but their efforts will not be enough without efforts from people to stop buying products such as ivory, or big cat furs. We can help to save these creatures, but the clock is running out. Let’s explore the impact that poaching and illegal wild trading has on animals’ prospects of survival, and work together to discuss changes we can make to ensure their future.

2. Key objectives

a) To understand how and why poaching/illegal wildlife trade functions
b) Grasp the existential impact that these activities have on the animals concerned, and the people who work to protect them
c) Identify clear steps that we can take to change the consumer behaviour which drives the wildlife trade economy

3. Video presentation

- The Illegal Wildlife Trade [https://www.youtube.com/watch?v=s9A2oVhUZNU](https://www.youtube.com/watch?v=s9A2oVhUZNU) Runtime 3:43. United For Wildlife provides an introductory look at how the illegal wildlife trade impacts on certain keystone species in Africa and Asia.

- How To Stop The Ivory Trade [https://www.youtube.com/watch?v=Ojvy4njnDQg](https://www.youtube.com/watch?v=Ojvy4njnDQg) Runtime 6:57. The Economist presents a case study of the ivory trade, and how countries have taken action to stem the flow of ivory trade and reduce demand for this product.

- Global Wildlife Trade [https://www.youtube.com/watch?time_continue=4&v=Izsf1jNWpYQ&feature=emb_logo](https://www.youtube.com/watch?time_continue=4&v=Izsf1jNWpYQ&feature=emb_logo) Runtime 2:23. This video from the EcoHealth Alliance examines the ways in which wildlife trade presents a health risk to human populations, and the ways we can avoid consuming illegal wildlife products.

4. Questions.

- **In School**
  - Break off discussion questions. Split the class into 5 groups, each group to discuss one of the following questions (20 mins)

- **Online Classroom**
  - Using a virtual classroom or conference style video calls, each group to discuss one of the following questions (20 mins)

- **Independent Online Learning**
  - Read each of the questions below. Make notes on each question and submit them to your teacher via email (20 mins)
  - Each group to submit a presentation of their discussions findings to the teacher (5 mins per group)
  - Film a short video clip outlining your key points for each question. Submit to your teacher (5 mins per question)
5. Workshop, Activity

**In School**

Rangers versus poachers. This workshop is based on debate. Students will roleplay the part of both poachers who sell animals/animal parts - and the rangers who work to protect these creatures. Both “sides” do this for a living. Each may have 15 minutes to present a case and then participate in a short debate.

**Online Classroom**

Which 3 changes would you make to existing laws or international treaties to tackle the poaching and trade of wild animals? You may propose any adjustments to the law you wish. Gives reasons for your proposals, and rank them in order of importance.

**Independent Online Learning**

Write a short essay from the perspective of an animal that has been captured or poached for the wildlife trade. Consider what conditions you might be living in, and what parts have been taken from you? A tiger that has lost its claws? A rhino that has lost its horn? Are you a turtle trapped in a small tank in a market? Explore your feelings about the scenario.

6. Action plan/ fund-raiser

a) [https://www.iapf.org/get-involved/fundraise/](https://www.iapf.org/get-involved/fundraise/) The International Anti Poaching Foundation work over Eastern and Southern Africa to protect Rhinos from poaching, and empower communities in the process. Hold a fundraising event (sponsored run, bike run, sports day) in order to contribute to the work that IAPF do - your donations help train the Rangers that keep African rhinos safe!

b) [https://endthetrade.com/](https://endthetrade.com/) The Coalition to End the Trade are working to eliminate the trade of wild animals, which represents a clear and present danger to public health. To show your support for ending the trade of wild animals, sign this petition - and let the world know where you stand.

7. Take home assignment

a) Choose one animal that is at risk from poaching and the wildlife trade. Create an infographic sheet that combines an image of this animal with some relevant facts about its conservation status. Include details about what this species is poached for; which parts are taken; what countries are the biggest markets for these products; are they trafficked as pets? Don’t be afraid to choose less obvious examples such as reptiles, exotic birds, tarantulas and so on.

b) See if students can get at least 10 people to add their names to the petition from 6B. These can be friends, family, or anyone else the students may know. Encourage signatories to Share the petition on other platforms, and even make a donation if they wish.
Pangolins are often poached for their scales or to be sold as bushmeat. More than one million have been traded in the last 10 years.

Almost 30,000 freshwater turtles are traded every day. Around 80 of Asian freshwater turtle species are in danger of extinction.

In the past decade, more than 1,000 park rangers have been killed whilst on duty protecting vulnerable species from poaching.

China is the world’s largest market for ivory, followed by the United States.

7,000 species of animals and plants are illegally traded around the world DAILY.

Gorillas are at increased risk of poaching, with baby gorillas being sold for up to $40,000 each.

In 2011, there were over 23 tons of illegal ivory confiscated, which is equivalent to at least 2,500 elephants.

Poachers not only harvest animals, they also illegally harvest plant species. In the wild, plants often grow in isolated patches that are easily eradicated by sustained poaching.

The Born Free Foundation estimates that 30%–50% of Africa’s lion population has been illegally killed over the last 20 years. Just 32,000 of these animals remain in the wild.

Since 1960, the black rhino population has decreased by 97.6% due to poaching.
1. Introduce the subject to the students with a short summary on the topic, provided in the lesson plan. (5 minutes)

2. State the key objectives with the students so that they know what the lesson will achieve. (2 minutes)

3. Show the students the three video presentations on the wildlife trade, shown in the lesson plan. Ask the students to take notes on the three different videos, to fully take in the information. (20 minutes).

4. Bring the students into groups to discuss the questions stated in the lesson plan. Once they have discussed questions, they should prepare a 5 minute presentation on their answers (to be presented in the next lesson) (20 minutes). If the lesson is in the format of an online classroom they can use programmes such as google hangout to participate in a virtual classroom. Alternatively the students can complete the above task at home and submit the task to you on completion of the session.

Break

5. Summarise what the previous lesson was about, a quick mention of the video presentations. (5 minutes).

6. Each group of students will come up and present their answers on the questions, and the discussion results. (5 minutes each)

7. Carry out the workshop/activities as described in the lesson plan, relative to the type of learning you have chosen. (20 minutes)

8. Do a short plenary, summarising what has been learnt in the session. Then make the point of TAKING ACTION about what we have learnt in these sessions. Present the ideas of the action plan/fundraiser and work together as a class to achieve them (10 minutes)

9. Finally there is the option to present take home assignments. There are two options to choose from or both could be set to be submitted by the following week's lesson. This can be a virtual hand in online or a in class hand in depending on the situation.

Useful Resources

http://www.stopwildlifetrafficking.org/
https://www.humanesociety.org/all-our-fights/stopping-wildlife-trade
https://nsefu.org/beekeeping
https://wwf.panda.org/our_work/wildlife/problems/illegal_trade/