



Poaching & The Wildlife Trade

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

- To understand how and why poaching/illegal wildlife trade functions
- Grasp the existential impact that these activities have on the animals concerned, and the people who work to protect them
- 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>
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=Ojvy4njdQg> 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=l3zf1jNWpYQ&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



Online Classroom



Independent Online Learning

Discussion

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

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

Read each of the questions below. Make notes on each question and submit them to your teacher via email (20 mins)

Presentation

Each group to present to the class the findings of their discussions (5 mins per group)

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)

- Would you choose to buy or own wildlife pets or products having watched these videos?
- What would you say to people who continue to buy and use ivory, big cat furs, snakeskin and other products that are derived from the wildlife trade?
- Poachers often come from impoverished communities, and shoot animals in order to sell their bodyparts. What could we do to offer these people an alternative?
- In what ways is the illegal wildlife trade connected to global insecurity? Give two examples.
- The wildlife trade can act as a vector for deadly diseases. Does this industry make us more vulnerable to pandemics such as Covid-19? Why?

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

- <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!
- <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

- 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.
- 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.

Stop illegal reptile trade

Illegal wildlife trade is a major threat to biodiversity worldwide

Exotic species impact native wildlife

Risk to human safety (particularly in the case of the introduction of venomous snakes)

There are significant fines and possibly prison for trafficking

Our study found...

60 exotic species introduced to mainland Australia

13 Turtles

47 Squamata (lizards & snakes)

28 exotic species discovered 1999-2012

Of the 28: 1 turtle 2 lizards 25 snakes*
*10 of which were venomous

The smaller the more likely it is to survive and prosper and create a permanent self-sustaining home/population in Australia

6 turtles & 13 squamata

Further reading: Garcia-Olaz, P., Ross, J. V., Woolnough, A. P. and Casey, P. (2010) The Illegal Wildlife Trade is a Likely Source of Alien Species. Conservation Letters, doi:10.1111/coll.12091

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

Poaching & The Wildlife Trade

African Elephants On The Brink!

Last year, poachers killed 22,000 African elephants.

About 30,000-40,000 elephants die because of poachers each year. Nearly 100 elephants each day.

Every 14 mins one elephant dies because of poachers

Estimate of poaching comes from examining carcasses at monitored sites. A region's elephant population is likely in decline if 50% or more of deaths are illegal

Western Africa 10% of reported deaths were illegal kills
Eastern Africa 10% of reported deaths were illegal kills
Southern Africa 10% of reported deaths were illegal kills

Height: 4m (13 feet)
Weight: 7,000 kg. (15,000 lbs.)
Daily Hours Sleeping: 2
Daily Hours Eating: 16
Daily Distance Traveled: 15 miles
Life Span: 70 years

POPULATION OF AFRICAN ELEPHANTS
1970 1980 1990 2000 2010
(100,000s)

\$2,000-1 kg. of illegally ivory on Asian Black Market

Large Scale Ivory Seizures (in tonnes)

+ Excessive habitat loss and fragmentation has forced tigers to live in small, isolated pockets, making them more exposed to poachers

- + 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.

HANGING BY A THREAD

ILLEGAL TRAFFIC IN RHINO HORN IS THREATENING THE SURVIVAL OF THESE INCREDIBLE ANIMALS.

3 of the 5 living species of RHINOS are classified as CRITICALLY ENDANGERED by the IUCN RED LIST.

TRADE CHAINS
poachers, middlemen, buyers, exporters, counters, and users

CRIMINALITY
criminal syndicates, national obsession, low risks, high profits

LOW ENFORCEMENT
greater risk cooperation, national obsession, higher control of ports

GROWING NUMBERS
greater rhino habitat, reduced poaching, increased rhino populations, relocate to new homes if necessary

POACHING IS EVOLVING
Over the years poachers have gone from using bows, arrows and spears to high powered rifles, helicopters, night vision equipment and veterinary tranquilizers. Some are also putting poison into carcasses to avoid villages that may call attention.

DEMAND IS RISING
Originally associated with reducing temperature (especially internal heat in the blood) and purging the body and blood of toxins, rhino horn has recently been attributed also as a cure for cancer and as an aphrodisiac.

KILL THE TRADE THAT KILLS THE RHINO
Follow our Campaign against ILLEGAL WILDLIFE TRADE at www.panda.org
Find us on facebook/WWF to JOIN THE FRONTLINE and Tweet to [#killthetrade](https://twitter.com/killthetrade)

AFRICAN RHINOS
20,000 white
4,880 black

ASIAN RHINOS
2,913 greater one-horned
200 Sumatran
50 Javan

ILLEGAL RHINO KILLINGS IN SOUTH AFRICA
1990 2000 2010 2012
12 9 25 22 12 11 36 13 822 339 448 512

INTERNATIONAL COMMERCIAL TRADE in rhino horn is ILLEGAL for all rhino species.

Fair Earth's Gateway to Global Citizenship. A series of lessons that aim to make students aware and understand the wider world and their place in it. Every lesson has an 'In school,' 'Online Classroom' and 'Independent Online Learning' option.

WE CANNOT DO EVERYTHING BUT WE CAN ALL DO SOMETHING, IF EVERYBODY DOES SOMETHING EVERYTHING GETS DONE

Poaching & The Wildlife Trade

Teacher Guide (1 X 50 minute lesson)

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 hang out 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/